

Code _____
CHECK ONES THAT APPLY IN EACH GROUP:
Previous Michigan
Blue Ribbon School:
☐ Yes ☒ No
If yes, year (s) _____

Sample Copy

2004-2005 Blue Ribbon Schools Program Certification Sheet

Name of Principal: Diane Golka
(Specify: Ms., Miss, Mrs., Dr., Mr., Other as it should appear in the official records)

Official School Name: Barth Elementary School
(As it should appear in the official records)

School Mailing 38207 Barth Road Tel. (734) 532-1253
Street/PO Box

Address Romulus MI 48174-1400 Fax (734) 532-1251
City State Zip+4 (9 digits)

Website/URL Romulus.net Email golkad@romulus.k12.mi.us

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Diane Kay Golka
(Principal's Signature)

Date 09/23/04

Name of Superintendent Mr. Joel Carr
(Specify: Ms., Miss, Mrs., Dr., Mr., Other as it should appear in the official records)

District Name Romulus Community Schools Tel. (734) 532-1600

District Mailing 36540 Grant Road Fax (734) 532-1601
Street/PO Box

Address Romulus MI 48174-1400
City State Zip+4 (9 digits)

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

Joel R Carr
(Superintendent's Signature)

Date Sept 22, 2004

Name of School Board
President/Chairperson Mrs. Cheryl Buckley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other as it should appear in the official records)

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

Cheryl Buckley
(School Board President's/Chairperson's Signature)

Date 9/22/04

Preparation of School Self-Assessment

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, parents, and community representatives) should be involved in the preparation of the School Self-Assessment. Information about its preparation is required under F3 and is used in scoring that item in conjunction with the information requested below. List the individuals involved in preparation. If necessary, add an additional page numbered "2a."

Name	Position/Title
<u>Gerilynn Kline</u> <small>(List Primary author/editor here)</small>	<u>Blue Ribbon Facilitator/5th Grade Tchr.</u>
<u>Diane Golka</u>	<u>Principal</u>
<u>Barbara Fortune</u>	<u>Secretary</u>
<u>Karen Richard</u>	<u>Kindergarten Teacher</u>
<u>Sylvia LaBoda</u>	<u>Kindergarten Teacher</u>
<u>Shila Brim</u>	<u>First Grade Teacher</u>
<u>Lori Russell</u>	<u>First Grade Teacher</u>
<u>Rebecca Montroy / Lauren Withey</u>	<u>Second Grade Teacher</u>
<u>Deborah Street</u>	<u>Second Grade Teacher</u>
<u>Kathy Motyka</u>	<u>Third Grade Teacher</u>
<u>Lori Lynn Siegenthaler</u>	<u>Third Grade Teacher</u>
<u>Carol Gursky</u>	<u>Fourth Grade Teacher</u>
<u>Scott Jastrzab</u>	<u>Fourth Grade Teacher</u>
<u>Amanda Shattuck</u>	<u>Fifth Grade Teacher</u>
<u>Julie Wadsworth</u>	<u>Sixth Grade Teacher</u>
<u>Michael Blackburn</u>	<u>Sixth Grade Teacher</u>
<u>Alicia Deltoro</u>	<u>ECSE Teacher</u>
<u>Brenda Clark</u>	<u>ECSE Program Assistant</u>
<u>Jeff Legg</u>	<u>Special Ed. Teacher 3/4/5/6</u>

Lewis Smith

Pat Adams

Sheila Stasak

Dorothy West

Diane Zimkiewicz

Natalie Montague

Kevin Cook

Carrie Smith

Susan Mitchell

Rebecca Oz

Theresa Blizman

Barbara Collier

Theresa Beard

Terri Moffat

Cecil Burcroff

Cindy Bondy

CSR Technology Grant

Reading First Literacy Coach

Physical Ed. Teacher

Learning Specialist

Resource Room

Special Ed. Teacher K/1/2

Music Teacher

Art Teacher

Social Worker/Home School Liaison

Speech

Intervention Room

Media Technician

Parent – SIT

PTC, President

Parent Facilitator

Speech

PART I—ELIGIBILITY CERTIFICATION

The signatures on the first page of this nomination package certify that each of the statements below concerning the school's eligibility, previous recognition in the Blue Ribbon Schools Program, and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the nomination package as page 3.]

1. The school is an elementary school OR the school is K-12 and the elementary's component is *applying*.
2. The school has been in existence for five full years.
3. The school has not received state recognition as a Blue Ribbon School since October 1997.
4. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; and if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II—BACKGROUND AND DEMOGRAPHIC DATA

DISTRICT

1. Total number of students (PreK-12)* enrolled in the district: 4320
2. Number of schools in the district:
 - 6 Elementary Schools
 - 1 Middle Schools
 - 0 Junior High Schools
 - 1 High Schools

8 TOTAL

3. District Per Pupil Expenditure: 9938
- Average State Per Pupil Expenditure: 8372 (2003-2004)

SCHOOL (To be completed by all schools)

4. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☒ Suburban school with characteristics typical of an urban school
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
5. 5 Number of years the principal has been in her/his position at this school.
 _____ If less than three years, how long was the previous principal at this school?
6. Number of students enrolled at each grade level or its equivalent in the school:

Grade	# of Males	# of Females	Grade Total
K	29	21	50
1	24	34	58
2	27	18	45
3	30	24	54
4	26	30	56
5	28	24	52
6	33	21	54
Other	17	4	21
TOTAL STUDENTS IN SCHOOL			390

* Include pre-Kindergartens only if the school and/or district operate PreK programs.

7. Racial/ethnic composition of the students in the school
- 0.50 % American Indian or Alaska Native
0.50 % Asian
28 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or other Pacific Islander
69 % White
100% Total

8. Student turnover, or mobility rate, during the past year: 18 %

(This rate should include the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

9. Limited English proficient students in the school: 0 %
0 Total Number

Number of languages represented: 1

Specify languages: English

10. Students who qualify for free/reduced priced meals: 39 %

150 Total Number

If this is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

11. Students receiving special education services: 23 %

90 Number Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Act.

0 Deaf

0 Deaf-Blind

1 Hard of Hearing

15 Mentally Retarded

14 Multi-handicapped

0 Orthopedically Impaired

0 Other Health Impaired

2 Seriously Emotionally Disturbed

26 Specific Learning Disability

32 Speech Impaired

0 Visually Handicapped

12. Describe any significant changes in the data reported in items 4-11 that have occurred the past five years and explain why the changes occurred
13. Indicate the full-time and part-time staff members in each of the below categories.

Indicate the full-time and part-time staff members in each of the below categories.

	Full-time	<u>Number of Staff</u>	Part-time
Administrator(s)	<u>1</u>		<u>0</u>
Classroom teachers	<u>16</u>		<u>3</u>
Special resource teachers/specialists	<u>3</u>		<u>1</u>
Paraprofessionals	<u>8</u>		<u>0</u>
Support staff	<u>4</u>		<u>4</u>
Total number	<u>32</u>		<u>7</u>

14. Total number of classrooms in the school 14

15. When was the school built? 1975

Date (s) of any major renovation(s) 1999-2003

If the school has been renovated, briefly describe the nature of the renovation.

- ☐ Technology upgrades
- ☐ Building interior painted
- ☐ Lockers
- ☐ Windows
- ☐ Security cameras
- ☐ Play ground equipment
- ☐ Track
- ☐ Audio enhancement
- ☐ Sound system
- ☐ Parking lot extended

PART III. SUMMARY

Barth Elementary School in Romulus, Michigan, is located near the Detroit Metropolitan Airport, "Gateway to the World." We are a child-centered, diverse school community consisting of predominately Caucasian and African-American students. Our 390 students are welcomed into the world of learning from across the district with 14% of our students attending Barth as a school of choice and 23% making Barth their educational home through special education placement. Typically, parents of our students are employed in the service-oriented, airline, and auto related industries throughout the Detroit metro area. As a PreK-6 school, we are able to watch as students develop and progress from a foundation that we build together. With over 29 years of commitment to educational excellence, Barth has shaped partnerships with parents, students, staff, and community. Collaboration with these stakeholders has been critically instrumental in receiving two (2) consecutive Golden Apple awards, the Muth award, an "A" rating by "Education, YES!" and NCA transition accreditation.

Barth's stakeholders look at all components of a child's well being. Our students are entitled to a positive school atmosphere with rules and procedures that are predictable and consistently applied. Students come to us with various disabilities, customs, and ethnic traditions that are embraced and shared. For example, one of our students with Spina Bifida gave other students a chance to maneuver the hallways using her wheelchair. This created empathy and a better understanding of her daily challenges. At Barth, we recognize each child's unique strengths and consider individual learning style when gauging educational needs. Our students are assessed through formal and informal methods. Additionally, parent input gives valuable insight for a total picture. Highly qualified teachers strive to provide prescriptive, versatile, authentic instruction so that the curriculum, guided by the benchmarks and standards of the **Michigan Curriculum Framework**, is matched to the learner. The **SWAT** process is our opportunity to identify and implement strategies, accommodations, and best practices to encourage the maximum potential of each student. Support staff is available to provide intervention for social challenges, behavior difficulties, and academic deficits. All stakeholders are invested in our self-developed, school wide initiatives.

Staff, students, and parents support and participate in stopping bullies and protecting victims through the **No-Bullying Program STEP** is a point of pride for students and families who earn sneaker charms while developing healthy living practices through exercise. **Caught Caring** rewards kind behavior and builds self-esteem. Relationship building lessons taught at all grades using the **Michigan Model Program** increase tolerance and build character. With 23% of our students having special needs, our community at Barth has a heightened appreciation for diversity and is committed to student learning in the least restrictive environment. A safe learning environment, positive self-esteem, social competence, academic accomplishment, and a love of learning are assets we strive to instill in our students to prepare them for a global society and an ever-changing world.

Parents are indispensable in the home/school/community partnership. Ninety three percent (93%) of Barth parents have committed to supporting the learning community by signing the **Parent Compact**. Parents are visible in the school through volunteering in the classroom, fundraising, chaperoning, and attending activities. Working parents support the school by attending evening and weekend events, performing duties before and after school, attending conferences, and donating food, supplies, or money. Our **Child Study Team** has a 95% parent participation rate, demonstrating our parents' commitment to their child's education.

The staff is essential to Barth's success. We realize that all children can and want to learn. Our responsibility is to establish the groundwork for lifelong learning. We value and promote each child's potential and contribution to our school. The hallways at Barth are adorned with photos of students and staff engaged in a variety of activities. Our morning television broadcast, BBN, showcases individuals and groups. Students receive individual recognition for accomplishments through assemblies, ceremonies, and through articles in school and local newspapers. Daily, you will notice the positive relationship between staff and students: a quick hug to our youngest learners; a high five, thumbs up, handshake, or an encouraging comment such as, "Nice Job," "Good Choice," or "I like the way you did that," to our older learners. The Barth staff supports many programs and events by giving of their time and talents. Weekend and evening events that the staff initiate and participate in are: Heritage Night, school carnival, band and choral concerts, parent workshops, Fun Run, flower planting, and fundraisers.

Our **SIT** team meets monthly to monitor progress toward our goals. The goals include improving reading comprehension, writing, and problem solving in math across the curriculum. These goals were developed through comprehensive analysis of standardized test scores, local assessments, SWAT, parent and student surveys, and behavior data. To meet these goals, research based best practices are implemented, such as **Reading First**

initiatives, **Power Writing, Journaling, and Touch Math**. Ensuring that our students are present and on time, we impose our **Elementary School Truancy Program**. Our sustained **MEAP** scores are due to the practical, authentic, and meaningful application of instruction.

Students donate cookies to a **Detroit Homeless Shelter**, sponsor food drives, and outfit a Mitten Tree. They also fundraise for charities, such as the **Romulus Humane Society, American Heart Association, Habitat For Humanity, and Make-A-Wish Foundation**. Staff and parents adopt needy families for the holidays, ensuring they have dinner and gifts. When one student shared that his family had no heat in their home in mid-winter, the staff made a generous heating bill payment. Students and staff demonstrate caring and dedication by giving back to the community through **Learning to Give** and **Service Learning**.

Technologically, Barth is equipped with state-of-the-art learning tools. This broadens the range of instruction and experience for our students. Internet access is available for all staff and students that enable quicker communication and worldwide information gathering and exchange. A copious array of apparatus includes: three computer labs, classroom computers, wireless laptops, digital video and still cameras, remote sound systems, laminators, TV broadcasting capability, software, SMART board, and a poster maker. All media enhance student achievement and prepare students for competition in contemporary society.

At Barth, students have access to a quality **Latchkey** program, an **Early Childhood Special Education Program**, a **Resource Room**, and lower and upper elementary **Self-contained Classrooms**. Students attending Barth are assured continuity of education regardless of their instructional level. We are confident that we are releasing credentialed students of high character to the next level of education.

PART IV. VISION/MISSION STATEMENT

MISSION

The Barth Elementary Team (School, Community and Home) will ensure that all students engage in challenging experiences that meet their unique needs. We will provide a safe, positive atmosphere that promotes life-long learning, a respect for diversity, responsibility for self, and concern for others. Therefore, we are preparing our students for successful futures in a competitive workplace.

VISION

Barth Elementary is committed to excel as a learning community. We seek programs that are research based, best practices, safe, predictable, creative, and student centered: an environment with great expectations for achievement. A highly qualified staff working in a quality environment will partner with students, parents, and the community to offer exceptional instructional and co curricular activities. We will provide learning experiences that honor diversity, celebrate varied cultures, foster leadership, and accommodate different learning styles. Barth staff is dedicated to building relationships with students and families to best model the learning process and the behaviors expected for students to achieve their potential in becoming capable communicators, high level thinkers, effective team players, and technologically competent. Our school will engage families and community members in meaningful relationships in support of students to maintain accountability for educational excellence. Students must be prepared to be confident life long learners beyond school with the technical, social, emotional, physical, and intellectual skills needed to compete and contribute as productive citizens in a global society.

PART V. LEARNING-CENTERED SCHOOLS CRITERIA

A. STUDENT FOCUS AND SUPPORT

A1. How is the school's population best described? What are the students' needs? How does the school assure that the needs of all students are met? Barth Elementary is located in Romulus, Michigan – a working-class, diverse suburb approximately 20 miles west of Detroit. Barth's attendance area consists of portions of Romulus that include multi-acre, single family homes, small-lot subdivisions, and multi-unit apartment complexes. The school serves 390 students in grade levels ranging from pre-school through the sixth grade. Barth is composed primarily of Caucasian (69 %) and African-American (28%) students. Hispanic (2%), Native American (0.5%), and Oriental (0.5%) backgrounds are also represented at our school. Many of our students come from either single-parent families or two-income families. Most of our school community's parents and guardians are employed in positions related to the major airlines/local airport, the automotive sector, small businesses, public safety, and service-oriented companies. Barth Elementary is a Title 1 school with 40% of students qualifying for free or reduced lunch. Barth has 23 % of its students categorized as special education/special needs which is the highest percentage in the district. The students' special education categories include learning disabled, autistic, speech/language, physically and otherwise health impaired (POHI), and emotionally impaired.

To meet the developmental needs of Barth students, the school offers a nutritious breakfast and lunch program. **STEP** (C6b), a pedometer/walking program has been established by our physical education/health teacher. Health classes also implement many **Michigan Model** (C6b) relationship-based lessons. Students are involved in after-school athletic programs that take place at the school and throughout the community. In order to best meet the various academic needs of all Barth students, several safety nets have been put into place. Barth's most unique and individualized academic program is the **Student Watch Awareness Team (SWAT)** which includes the principal, a social worker, the psychologist, Title I Learning Specialist, the resource teacher, the speech/language pathologist, the Literacy Coach, the classroom teacher, and the CSR facilitator. This team meets at the start of each school year and discusses all academic, non-academic, medical, social and emotional factors that impact a student's ability to meet grade level standards. Students who are deemed to be at-risk for learning in the general population are targeted for additional support services and interventions. Periodic reviews are held throughout the year to assess student growth and performance, to modify individual academic/intervention plans, and to recommend new instructional strategies if needed.

In 2003, our school was awarded the federally funded **Reading First Grant** (C5a), which puts emphasis on improving the reading skills of students in grades K-3. The Reading First model employs a Literacy Coach, who works extensively with all K-3 teachers to reinforce best practices and monitor student progress. K-3 teachers employ components of **MLPP** (Michigan Literacy Progress Profile) (A3), **DRA** (Developmental Reading Assessment)(C5a) and **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills) (C5a). At grades 5-6 the **Johns Hopkins University Student Team Literature** reading program (C5a) is utilized. In 2002, Barth received the **Comprehensive School Reform Grant (CSR)**, which provides for a full-time technology facilitator, who trains and models the integration of technology into the instructional process. Staff sees technology as one means of better meeting student needs. Many assessments are given on-line where results can be easily computed and disaggregated into various subgroups. Early mastery of basic math skills is recognized as a need for our students. All students participate in the school's **Math Star** program, which monitors and awards students as they learn their basic facts. In grades 3-6, a significant need for developing math problem solving skills is met through the use of **Pro-Solve**. In these assessments, students are challenged to answer problem solving strategy questions and provide explanations of math processes. At-risk students are offered tutoring and small group help in after-school programs. The **21st Century Individualized tutoring and Comprehensive School Reform (CSR)** after-school programs are offered to students at a neighboring elementary school in the district with transportation provided. Assessments guide the learning process at Barth. Teachers utilize assessments (H1) on a regular basis to ensure that students are learning, to identify student strengths/weaknesses, and to modify instruction when needed.

Since a major goal of our mission statement is to better prepare students to be productive, self-sufficient members of society, early exposure to careers is necessary. Each teacher uses **Storybook Station** (C1), which allows various careers to be presented through meaningful, grade-level appropriate read-aloud stories. However, in 6th grade, career awareness is increased through exposure to speakers from the world of work. Students complete

an extensive PowerPoint presentation that focuses on a chosen career and present what they have learned to parents as part of their individualized, year-end exit interviews

Barth students are given many opportunities for social/emotional growth. Our **No Bullying** program focuses on positive student behaviors. Students that perform acts of kindness or go out of their way for others receive **Caught Caring** (B2) recognition. Bullying behavior is dealt with immediately, according to pre-determined guidelines. Students are exposed to philanthropic ideals through **Learning to Give** (C6a) instructional units. Many school activities and assemblies foster better cultural awareness within the school community. Our annual **Heritage Night Celebration** (C5d) and the Dr. Martin Luther King, Jr. Breakfast/Walk are examples of events that expose our students to different backgrounds, beliefs, and cultures. Throughout the year other assemblies are held that focus on various cultural groups (Native Americans, African Americans, etc.)

A2. What non-academic services and programs are available to support students, and how do they relate to the student needs and school goals identified? Barth offers a combination of direct service and referral information for health, mental health, housing, financial, domestic violence, substance abuse prevention, and human service agencies as the need may arise for families. Barth has a full time MSW, school social worker (SSW), speech and language pathologist, resource room teacher, a ½ time school psychologist, a school nurse who visits one day per week, and Police Liaison Officer. The nurse and Police Liaison Officer are available when needed. The school facilitates vision, hearing, and dental clinics for all students. Special Education students have additional assistance available through the Wayne County Regional Educational Services Agency (WCRESA) in the form of behavior and assistive technology consultation, occupational and physical therapy, as well as a borrowing library for special need resources and equipment. The SSW offers individual, group, and classroom therapy in areas such as grief, divorce, self-esteem, social skills, planning and organization, and bullying and behavior strategies. Students who are chronically struggling with adverse behavior have the opportunity to work with the SSW to develop strategies that support the use of appropriate behavior. Social work services are also provided to individuals, small groups, classrooms, and parents. Services address the issues of divorce, grief and loss, self-esteem, planning and organization, behavior, responsibility, substance abuse, violence, truancy and other issues that may impact student growth. Students whose behavior is disruptive to classroom learning or who are unable to tolerate the relatively unstructured environment of the playground are directed to the **Intervention Room**, which is a quiet area of carrel desks that are conducive to regaining control and problem solving. Students meet with a full time **Intervention Specialist** who is trained to guide children to take responsibility for their actions and design a behavior plan for returning to the classroom. The classroom teacher contacts parents so that they are aware of the incident. One way students in grades 4-6 can earn their way back to the playground is through the **Read a Book** initiative. The book options are carefully chosen to be within the student's reading ability to ensure success. Once the book is completed, there is a meeting with the school principal to discuss the book. Rather than sit passively or create a punitive situation, the **Read a Book** option has become a constructive strategy in decreasing lunchtime behavior referrals by 18%.

In the **Home/School/Liaison (HSL)** program, the SSW gets referrals from teachers, parents, and administrator for the most at-risk students in general education. Referrals are made for social/emotional problems that negatively impact learning to allow for direct intensive service provided by the SSW who advocates for collaboration and cooperation between the family, staff, and student to increase student achievement. The total referrals to the intervention room for the HSL students decreased an average of 20% over the previous year. Barth has an **Elementary Truancy Policy** that is implemented by the SSW in cooperation with the Romulus Police Department and the 34th District Court system. It is a multi-step process focused on educating parents about the correlation between attendance and academic success. It provides support, assists in developing relationships, emphasizes parental responsibility, and in some instances, enforces that responsibility. A **Police Liaison Officer** is available to support students and parents through mentoring and counseling in order to prevent inappropriate behavior from becoming a police matter and to enforce attendance.

The **Child Study Team (CST)** is a multidisciplinary, comprehensive approach for determining the prescriptive needs for individual students. The classroom teacher, resource room special education teacher, principal, Title I/Learning Specialist, speech and language pathologist, parents, SSW, and school psychologist comprise the team that identifies a student's strengths and weaknesses and develops strategies and interventions to support the student's progress prior to special education evaluation. **Peer Mediation** is an opportunity for students in grades 4 through 6 to help other students solve problems. Students interested in becoming Peer Mediators submit an

application with a teacher recommendation to the SSW who selects and trains the candidates, and oversees the program. Approximately 10 students yearly are certified in the Knopf Peer Mediation Program. In 2003-04, 65 conflicts during lunch recess were resolved. Another example of students helping students is the **Peer Educator Program**. Capable and responsible 5th or 6th grade peers are recommended by teachers to assist 6-10 at-risk students in grades 1-4. They meet prior to dismissal to ensure that the younger students have the correct assignments and materials in order to be productive in completing homework. When behavior becomes acute, Functional Behavior Assessments are conducted and individualized behavior plans are developed with the collaboration of students, parents, and staff.

The health and physical education teacher at Barth has researched the correlation between emotional and physical fitness and student success. She has implemented the **STEP** program (C6b). 100% of Barth 5th and 6th grade students participate. The **Puberty Program** is taught to all 5th and 6th grade students and 4th grade girls. It focuses on peer pressure, sexual harassment, physical/sexual development, HIV/AIDS information, fitness, nutrition, abuse, and emotional/physical health. **Adventure Challenge** is a team building activity that all 5th grade students participate in to prepare for 6th grade. Students are transported to a course of physical challenges at the WCRESA and the activities experienced are put into practice for 5th graders during gym class. The students have to problem solve as a group to ensure all participants, with differing abilities, safely achieve the stated goal. The health and physical education teacher and SSW are trained facilitators. Barth is resolute in its efforts to provide a safe and predictable learning environment. The relationship-building component of the research based **Michigan Model for Comprehensive School Health Education** (C6b) is taught in each classroom. The first month of the school year classroom teachers focus on modeling and practicing school rules with students. There are 5 basic rules that are stated as positive expectations: Listen and Follow Directions, Wait To Be Recognized Before Speaking, Respect Rights And Property Of Others, Keep Hands And Feet To Self, Walk and Speak Softly. Barth's self-developed, school-wide **No-Bullying Program** is promoted and implemented immediately. Students sign a **No-Bullying Pledge**, which they use as admission to a Bingo party sponsored by the PTC (F2). The execution of this program is a collaborative effort of school staff, parents, and students and is facilitated by the SSW, gym teacher, and intervention specialist who give many volunteer hours in their commitment to this program. During the kick-off month of the **No-Bullying Program**, students create bully/victim themed skits that they perform for the whole student body. The results of pre/post surveys have shown a 32% decrease in student attitudes favoring bullying. All first graders participate in the Johnson Institute/Hazelden Foundation (originally developed for the St. Vrain Valley School District, Longmont, CO, copyright 1996) research based **No-Bullying Prevention Program**, focusing on identifying bullying behavior and practicing ways to deal with bullying. The pre-post survey to 1st grade students showed a 57% decline in attitudes favoring bullying.

The SSW offers parent workshops on a monthly basis in the evening, addressing issues that parents have requested through a survey administered at the beginning of the year. Typically, 15 parents and a dozen staff are in attendance. These interactive workshops, called, **Dinner and a Discussion**, provide a shared meal with parents, staff, and students and offer childcare while parents attend the workshop. Topics presented by trained staff or experts in the field have included, Internet safety, homework help, behavior management, school success, and bullies and victims.

Boys and Girls Club offers a before and after school childcare program that 12 of our students access. Students are transported to this program before school beginning at 7:00AM and after school until 8:00PM. The 34th District Court of Wayne County, in cooperation with the school, offers an **Alternative to Suspension** option in which 3 Barth students have participated. Rather than receive a suspension from school for a serious infraction to the school code of conduct, the principal may recommend that sixth grade students, accompanied by a parent, attend a session of the court under the supervision of a judge. Two of the three students have had no further suspensions.

All students, general education and special education, have the opportunity to participate in keeping Barth a safe place to learn. 6th grade teachers take on the responsibility for supervising 25 Safety Patrol students, 20 Student Council members, and 6 Classroom Helpers from our 5th and 6th graders.

A3. How does the school determine and address the developmental needs of students as they move from grade to grade? All students are placed at the appropriate educational level that is both challenging and age appropriate. Teachers aggregate and analyze grades/outcomes to drive instruction and strategies. We look at the total child as they move from grade to grade. We look at formal assessments (H1), report card grades, intervention

data, medical information, student profiles, social/emotional development, parent/teacher conferences, Title 1 and Reading First assessments, and child study referrals.

Interventions used to accelerate achievement and provide significant interventions for "at-risk" students, within the general education population include: **Reading First Grant** initiatives (C5a), designed to prevent reading failure and to ensure all children learn to read at grade level by the end of third grade, **ITBS** (Iowa Test of Basic Skills), administered as a measure of the end of the year outcomes, **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills), used for screening and monitoring to determine the most appropriate instructional practice, **Child Placement Exploration** (B2), and **SWAT** (A1), whose goal is to minimize the need for child study referrals and to address the developmental/academic needs of our students as they move from grade to grade.

At Kindergarten registration and orientation, the Title 1/Learning Specialist conferences with every kindergarten parent to establish the home/school literacy partnership. Eligible children from the Early Childhood Special Education program, Head Start, Michigan School Readiness, and other prospective Barth Kindergarteners are also included in this process. Each parent is provided with a packet of materials that includes "**Keep Books**" and "**Family Fundamentals for Reading**," which is a component of **MLPP**, an early literacy assessment designed to give parents a variety of reading activities that will compliment their child's literacy work at school.

The Romulus Middle School counselors come to Barth to meet with the 6th graders, and 6th graders go to the Middle School for an orientation visit. There is a transition assessment where the previous standardized and state assessment results and final grades are reviewed and appropriate interventions are recommended and flagged for the Middle School. A student-led exit interview is held with the teacher, student, and parent, where they review accomplishments and project needs for Middle School. **Adventure Challenge** (A2) prepares 5th graders for 6th grade teamwork.

Upon enrollment and prior to class placement, our principal warmly greets and provides each student/family with an informational conference, site visitation, and staff/classroom introduction. During the informational conference our principal reviews Barth's Student Code of Conduct, Student Handbook, and Parent Compact. A picture is taken of each new student and displayed on the "New Student" bulletin board. Their names are featured in the monthly newsletter. When a student transfers to another school, the principal attaches to the CA60 an overview of the student's needs and accomplishments.

A4. What co curricular activities are available for students and how do those activities extend the academic curriculum? The co curricular activities at Barth extend the daily curriculum by providing opportunities for all students to experience service learning, expand leadership and social skills, build self esteem, increase physical well-being, shine academically, develop entrepreneurial skills, practice and apply good citizenship and enrich themselves intellectually. All students, including our accelerated high achievers, at-risk, and special education students take part in the co curricular activities. Because co curricular activities are considered so important to positive student progress, students are encouraged to participate in at least one activity. When students are identified as at-risk during the **SWAT** process (A1), involvement in an appropriate co curricular activity is routinely recommended.

Service Learning and **Learning To Give** (C6) are very evident at Barth Elementary. The 20 student council members choose two local and three national charities to sponsor. The **Student Council**, comprised of 20 students who are selected through an application process and teacher recommendation for excellent behavior, academics and citizenship, have sponsored a **Mitten Tree**, **Food Drive** and raised \$1,300 for the **Romulus Humane Society**. **Barth Broadcast News (BBN)** is the daily student live broadcast. The twelve 6th grade student members of the program supervised by the **Media Center Specialist** (D3) create, plan, and organize the presentation format, develop the programming content, write the stories, shoot the video, edit, produce, anchor the program, and conduct the interviews that are televised daily.

Annually, 10 **Peer Mediator** (A2) positions are open to students from 4th through 6th grade. Students from 4th through 6th grade develop and practice business, marketing, customer service, purchasing, math, accounting, interpersonal and entrepreneurial skills through the **School Store** and the **Cookie Club**. Profits from the school store are used to restock. The Cookie Club, formed by a special education teacher, is run by twelve, 4th through 6th grade special education students as a fundraiser and is now a weekly event. Cookie Club supports a charity chosen yearly by the club with its profits, donates products for special events at school such as Valentine's Day treats and funds field trips for the members' classroom. Although the special education students will remain in leadership roles, the Cookie Club is open to the general education students because of its popularity. The school store is also run by

student volunteers and supervised by the Intervention Room Specialist. **Science Night** is an annual event that 200 students and parents have the occasion to participate in hands on science activities, and the **Science Fair** is a chance for students from grades 4 through 6 to exhibit their achievements.

Other co-curricular activities open to all students include: Red Ribbon Substance Abuse Prevention Essay Contest (165), Red Ribbon Week Substance Abuse Prevention Poster Contest (225), Romulus Boys and Girls Club (30), Kindergarten Heritage Play (75), Winter and Spring Band (40) and Choral Concerts (175), Book Fair, Bingo, Bowling (100), Easter Egg Hunt (150), Swim Program (50), Track Meet (50), Drummunity (350), Peer Educators (10), Classroom Assistants (6), No-Bullying Skits (50), Math Stars, Soccer Club(50), Field Hockey(25), Basketball(30), Student vs. Staff Volleyball Competition, Field Day, Carnival(200), Boy Scouts(15), Girl Scouts(17), Family Fun Run(20), Fitness Night(60), Heritage Night(200), STEP, and Walk to School Day(90)

A5. How does the school address the accessibility of its facilities and campus to students and others with disabilities? Barth has three special education self-contained classrooms and a resource room. All disabled students have barrier free access in the hallway, lavatories, and at all school activities. This provides an opportunity for disabled persons to participate at appropriate levels in all programs and activities throughout the school environment. Barth's facility complies with regulations promulgated under the Americans with Disabilities Act of 1966 and 1992, along with Romulus School Board Policies. The school has a newly renovated playground area with new playground equipment and a track. All classrooms are equipped with audio enhancement systems, telephones, computers, and televisions. Room number signs are identified in numerals and Braille. The parking lot has handicapped accessible parking facilities and barrier free curbs. These enhancements promote accessibility by all citizens of Romulus to Barth's facilities.

Romulus Community Schools participates in an Outreach Program that provides occupational and physical therapy, hearing, and visual services for our special education students. **Assistive Technology** can be accessed through Wayne RESA. For example, a second grader became so frustrated with his inability to recognize letters and sounds that when it came to completing a reading activity, he would vigorously disrupt the classroom. He was provided with **Assistive Technology** (IntelliTalk), which uses pictures, audio and text to enhance writing and communications. Now he is a student that asks the teacher "When are we going to read?" Our school district also provides speech pathologists, behavior consultants, and paraprofessionals to assist with children's special needs.

B. SCHOOL ORGANIZATION and CULTURE

B1. How does the culture of the school support the learning of all its members and foster a caring community? Our Barth School community fosters a spirit of learning for each student on an everyday basis. Stakeholders (including teachers, administrators, parents, and volunteers) continually strive to ensure and extend our school's positive outlook on learning as a most valuable life tool. Through our academic honor roll, special class recognitions, and continual school-home communication of positive efforts inside of the classroom, the learning process is supported and valued at a high level at Barth. The success of all students is the primary goal and is evidenced through mainstreaming of special education students into grade-level appropriate classrooms, while learning-based enrichment opportunities (advanced technology projects, BBN, etc.) are offered to those needing an extra challenge.

Barth's principal, paraprofessional, Title 1/Learning Specialist, Reading First Literacy Coach, and teaching staff participate in extended-day, grade level, and building level meetings in which instruction is planned that challenges students with cooperative, interdisciplinary learning that addresses students' multiple intelligences and various learning styles and levels. During school wide staff meetings, results from the MEAP and ITBS are evaluated and analyzed to focus on any strengths and/or weaknesses at the grade, classroom, and sub-group levels. In addition, the **SWAT** team (A1) allows each student's individualized data (from MEAP, ITBS, and DIBELS results as well as report card grades) to be carefully examined, ensuring that significant academic progress can be made with that student from grade to grade. Those students that show little academic growth then receive sustained instruction and assistance (which could include one-on-one help with a paraprofessional, small group opportunities, and after-school tutoring) that are focused on getting those individuals up to grade level.

Through departmental meetings, Barth teachers are able to share and learn about new lessons, units, or projects with other teachers from across the school district. District Strand Leaders (Science, Math, Language Arts, and Social Studies) have been used to facilitate the development of units that tie together more than one discipline, to model specific grade-level lessons, and to ensure that subject resources are available and utilized when needed.

These Strand Leaders, along with Barth teachers on departmental committees, have attended conferences and workshops that address our NCA goals, such as Train the Trainer for 6+1 Traits, Touch Math, LETRS, and DIBELS. Through this training, innovative units and approaches to learning are discussed and explored.

Another way we foster a caring community is through the **Drummunity** program. We have had Ms Lori Fithian bring her "Drummunity" program to our school. She brings her collection of hand drums and percussion instruments to our school and turns our community into a "Drummunity" – a word she invented for the community building that happens when people come together around a circle of drums. Some students that have had a difficult time expressing themselves in singing or in their regular classes find a "voice" through this "Drummunity." This program enriches the drumming experience that our music teacher already provides in class. The instruments are used to accompany songs for programs and are part of the storytelling process.

B2. What opportunities do students have to build sustained and caring relationships with teachers and other adults? How does the school promote a healthy peer climate among the students? Another focus in our mission is to build positive assets for students not only intellectually, but also emotionally and socially. Barth staff works to expand positive assets for our students by developing relationships in a systematic way. Prior to the beginning of the school year, the **Child Placement Exploration** is held. This process, that includes the prospective teacher, the present teacher, principal, and Learning Specialist, matches student learning styles to the best fit. A teacher/parent input is also solicited.

School wide, teachers model and teach positive behavior expectations from the beginning of the school year. **Michigan Model** (C6b), **No-Bullying** (A2), and **Student Team Literature** (C5a) have relationship building components. We have student-produced assemblies, where skits on bullying and victims are performed by students for students. Other motivational assemblies with guest speakers such as Basketball Jones, whose themes are character building, provide a uniting message. Through **Peer Mediation** (A2), students learn to use kind language and "I" messages to express feelings and build empathy for each other so that both disputants can agree upon a peaceful win-win resolution. The **Caught Caring** activity is another component of Barth's **No-Bullying** initiative. Students caught in random acts of kindness are given a coupon from the staff person who witnessed the good deed. Weekly, these coupons are entered in a drawing for prizes, special events, or privileges. This has been successful in increasing positive interactions and making students and adults appreciative of each other.

New students are given a guided tour of the school, and a picture is taken and posted with their names on a **New Friends'** bulletin board. Many staff members send out student greetings over the summer to welcome students. Parents and students practice together the routine activities of a typical Kindergarten day. They plant a seed together that they take home and watch grow to symbolize the growth that will take place upon entering our school. 5th and 6th graders have the opportunity to earn **B-Bucks** from their teachers for positive behavior and an auction is held periodically for students to bid on items using their earned B-Bucks to make a purchase. Other classrooms use individualized endeavors such as **Treasure Chests** or fun coupons to promote positive behavior. Teachers are in the hallways or classrooms at lunchtime sharing the noontime meal with students. Adult relationships are fostered through the **Cookie Club** (A4), because teachers and other staff are in line with the children waiting to buy cookies. During **Charity Spirit Week** (C6b), staff contributes to charities along with students and wear hats, pajamas, and crazy hair presenting another chance to bond. At the **School Carnival**, teachers and auxiliary staff commit themselves to a Friday evening towards the end of the year to put on a carnival for students. Teachers do face painting, run games, and volunteer to be in the dunk tank. Students, staff, and parents join together for ice cream socials, fun runs, flower planting, field trips, bowling, and concerts. Parents become familiar members of the Barth community by working with students, helping in the classroom, organizing positive behavior bingo, an Easter egg hunt, Santa's Workshop, picnics, chaperoning, and supervising in the lunchroom and playground.

Our Principal, Diane Golka, is a role model in demonstrating the importance of building relationships. She is visible, known, and accessible in the school. She has an open door policy with parents, acknowledges students personally on their birthdays, encourages teachers to showcase student achievements, has lunch with students, and participates in school activities.

B3. How are teachers hired in the school? How are teacher assignments made? The mission of the Human Resources Department is to promote the recruitment and selection of the very best available teachers who will effectively serve and meet the needs of the district, students, and the community, and to facilitate the improvement of academic achievement for all students. The major priority is to have a fully certified teacher in every classroom. The

district seeks qualified candidates who are innovative, enthusiastic, and are looking for the opportunity to make a difference

Applicants submit letters of reference, copies of their teaching credential or license, transcripts, student teaching evaluations, and Michigan Basic Educational Skills Test results. After review, candidates who meet current employment criteria may be scheduled for an interview. The interview team consists of the human resources director, curriculum director, building principal, and designated staff. After the initial interview, qualified candidates who meet district standards will be sent to the human resource department to be processed for hire.

Assignments are made to ensure that highly qualified teachers instruct students at Barth. Teachers are assigned based on their personal initiative, creativity, and innovation. Teachers must have high expectations for their students, parents, school, and themselves. Teachers must be able to engage, inspire, nurture, and challenge their students in culturally effective ways. We believe that by creating a spirit of family within our school district, we establish a strong sense of commitment that will be reflected in the growth and success of Barth employees and ultimately, the students of the Barth community.

B4. What is the school's plan for school safety, discipline, and drug prevention? What is the record for the past five years? Barth is committed to providing a safe, caring and predictable learning environment (see appendix I). The district has a thorough **Crisis Management Plan** that is outlined in The Romulus Community Schools Crisis Response Guide. This coordinated effort was developed through the collaboration of law enforcement, city emergency services personnel, parents, staff, and other invested stakeholders and is customized to the individual building. The designated **Crisis Team** for Barth includes the principal, SSW, administrative secretary, and the head janitor. The plan is carefully reviewed at the beginning of each school year with all staff to refresh the procedures for bomb threat, lockdown or other catastrophic events. Bus emergency disembarkments are conducted with students and unannounced drills are practiced with students, intermittently during the school year for emergency evacuation in case of disasters such as fire or tornado. All classrooms are equipped with phones, a public address system, television with audio/visual capability, and lockable doors.

Several staff members are certified to perform CPR, use Barth's defibrillator, trained to dispense medications, and perform medical procedures, such as catheterizations and taking blood sugar levels as prescribed by physicians. There is a central list of all students with allergies or special medical needs. The district has a nurse who is at Barth one day a week and is on call to Barth through a pager system. A **Counseling Team** that includes school social workers and school psychologists can be called upon at any time for urgent situations, such as death or suicide. Barth also has a **Police Liaison Officer** assigned from the Romulus Police Department. Annually, the local Fire Department and Police Department conduct assemblies in safety for our students.

All visitors to the building must sign in and wear identification badges. Students who do not go home on a bus must be met in the building and signed out by persons authorized in writing by a parent, and picture identification must be shown. All students with custody issues have their emergency cards red flagged. Barth disburses a **Student Handbook** to all families at the beginning of the school year. Over 93 % of parents have signed the School/Community/Parent Compact. The Michigan Model (C6b), Intervention Specialist (A2), Caught Caring (B2), Safety Patrol (A2), No-Bullying (A2), Conflict Resolution, and Puberty Program (A2) promote best behavior. Throughout the school and in each classroom the same clear and concise rules and consequences are posted. The student disciplinary interventions at Barth have decreased an average of 6 % yearly over the past 5 yrs.

Adult staff is highly visible in the hallways, lunchroom, and playground to make certain students are using their best behavior. The playground was recently reconstructed with equipment that meets the highest safety standards and has components that are assessable to all students. The building has video cameras, monitored by the principal, intervention specialist, and social worker, at the front entrance, in the main hallways, cafeteria, and gym. Barth entertains a zero tolerance policy towards violence and substance abuse. Bus drivers, who transport Barth students, enforce assigned seating charts and have student emergency information to make the ride orderly and safe. This system has reduced bus behavior referrals by 65%.

During **Red Ribbon week**, students participate in activities that enhance substance abuse awareness. The lower elementary students compete in a poster contest that best represents the message of substance abuse prevention, and upper elementary students write essays about substance abuse prevention. The anti-drug student artwork and essays receive community recognition and are displayed throughout the school. Participants wear red ribbons that advertise an anti-drug theme. There is a culminating school-wide assembly with an anti-drug focus.

C. CHALLENGING STANDARDS and CURRICULUM

C1. How does the curriculum serve the broad goals for student learning and development that the public generally expects education to achieve: personal and intellectual growth, citizenship, and preparation for work and higher education? What relative emphasis does the school place on these goals in the curriculum? Early exploration of careers begins across all grade levels using the **StoryBook Station** program. Every teacher is given a set of read-aloud books highlighting a specific career for introduction and discussion. Young children learn about the people who build the foundation of our community through connections to the story. Firefighters, police officers, and medical professionals have all volunteered their time to share their professions with our students. In the fifth grade, "Mr. Lincoln's Whiskers," is used in teaching the Career Pathway of Human Services. Careers with a dedication to serving public interest are stressed, such as Mayor, Senator, President, etc., and parallel to representative positions on the student council. The student body president of Romulus High School visits children to discuss the meaning of responsibility and duty. These early discussions on civic and personal responsibility require students to think about the role they wish to play in their educational and professional future.

All grade level core curriculums are aligned to the **Michigan Curriculum Framework**, which is based upon national standards. Content specific curriculum committees, under the direction of coordinators and administrative Strand Leaders, aligned Romulus' curriculums both vertically and horizontally between grade levels and across the district. Committee members represent all grade levels and buildings. The resulting grade level documents along with benchmark assessments are given to every teacher. Each grade level articulated curriculum not only clarifies the benchmark and content to be mastered, but provides correlations to texts, other content areas, supplemental materials, and technological support. Through committee efforts, these documents are updated on a yearly basis to reflect improvements in assessment items, material/textbook adoptions, Grade Level Content Expectation (GLCE) information, and school improvement needs.

At the beginning of each year or upon enrollment, parents receive a brochure created by the curriculum committees outlining the skill and content expectations in the core academic areas for their child's grade level. Teachers utilize mastery learning, cooperative learning, multiple intelligences, reciprocal teaching, differentiated instruction, inquiry based scientific investigations, flexible groups, and evaluation of students through authentic assessment. A variety of classroom structures and configurations are also employed to support student achievement, such as team-teaching, looping, collaborative planning, cross-age activities, and special education mainstreaming of cross-categorical students into regular classroom instruction.

Teachers help prepare students for the 21st century and to become successful citizens in a democratic society. With access to 3 computer labs and computers in each classroom, students gain the technology skills necessary to enter the work force. These skills are further developed as part of the **Career Exploration Program** at the sixth grade. Students present a career from each of the career pathways to peers and parents. Students use advanced multimedia and interviews to describe the careers and the skills needed to obtain a job in the selected fields. These presentations are repeated during a student led conference culminating the student's elementary academic career, allowing each child to share his or her hopes, desires, dreams, and achievement. When students enter the sixth grade, they have already been exposed to a wide range of careers, thus helping them to investigate several careers that hold personal interest for them. This important step in the curriculum ties student learning to later life through interviews with professionals. Class selection is then based upon skills needed to acquire a position in the field of their choice or in a preparatory institution of their choice.

We also teach the **Core Democratic Values (CDV's)** at each grade level. Each month, a different CDV is taught and focused on. During election years, fifth and sixth grade student council members conduct mock elections within the school. Students write persuasive letters to the principal, government representatives, and community members to learn how their voice can make a difference. Through **Learning to Give** and **Service Learning** projects (C6a), students are learning to give of their time, talents, and treasures. By teaching the **Michigan Model** (C6b), students learn character building skills and how to work cooperatively. When students are sent to the **Intervention Room**, they fill out a problem-solving sheet, reflect on their behavior, and make alternative choices.

Supporting the mission goal of producing lifelong learners is the work of Barth's civics and philanthropic endeavors. By instilling a sense of personal investment and positive educational experiences, students gain a better sense of self and what knowledge can do to help them achieve. Barth students succeed because of a well-defined sense of learning from life and giving to others.

C2. How is the school organized to provide for differing student academic needs within the school's goals, priorities, and curriculum? Students have access to **Early Childhood Special Education (E.C.S.E)** servicing children from 3-6 years of age. The individualized program provides opportunities as established in each child's **Individual Educational Plan (IEP)**. Kindergarten age children from the **E.C.S.E** program are mainstreamed into kindergarten as determined by the **IEP**. Barth has two self-contained classrooms (K-3 & 4-6), which are housed with general education classrooms. Prior to being mainstreamed, an **IEP** meeting is held with parents, principal, and general/special education staff to develop a plan. For example, Mr. Legg, the (4-6) grade special education teacher, sends two higher functioning students over to a general education class for math instruction. Other programs available to students include: Latchkey, My Friends and Me Daycare, Boys and Girls Club (A2) and the after-school Comprehensive School Reform tutoring program.

Students with differing academic needs receive support from the Reading First Literacy Coach, a re-teacher, paraprofessional, cross-age helper, the resource teacher, and Title I Learning Specialist. Re-teachers and paraprofessionals work with students on various teacher prescribed activities. Cooperative learning strategies are utilized at every grade level. The **Reading First (C5a)** and **Student Team Literature (C5a)** programs focus on improving reading skills and comprehension. They place high importance on students working and learning in structured cooperative groups. In grades 4-6, teachers apply their content knowledge and instruction strengths through team teaching. All teachers use **TouchMath**, a multi-sensory approach to math, to help struggling students with computational skills. This program teaches students how to go from concrete to symbolic by breaking numbers down and giving them value.

Technology, as an aid to enhance the learning process, is a focal point at Barth. A variety of technological tools (D4) allow for individual pacing of assignments and ongoing evaluation. Immediate assessment feedback is used to better analyze each student's understanding of the content taught. This concept is further extended in the CSR after school tutoring program (D4).

C3. How does the school ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at risk) have the opportunity to learn challenging content and achieve at high levels? The Barth community strives to allow all students to achieve and learn at challenging levels. Resource and special needs students are mainstreamed into their strongest subject area and are included in grade-level projects. The services of a speech and language pathologist, school psychologist, physical and occupational therapist, and school social worker are all available to meet student's needs. Classroom audio enhancement systems are in each classroom and computer lab to help meet the needs of hard of hearing or ADHD students. Identified at-risk students are offered after-school 21st century and CSR tutoring. These students are also a part of the school's MEAP test preparation sessions in the fourth and fifth grades. Within the school day, students and teachers receive assistance from the Title I/Learning Specialist, Reading First Literacy Coach, CSR facilitator, paraprofessional, and re-teacher.

Gifted and talented students are given higher-level projects and placed in advanced **Classic Compass** and **Compass Learning Odyssey** lessons. **Scholastic Reading Counts!** challenges accelerated readers with advanced books and tests. In addition, the morning **BBN** news is written and broadcast by 6th graders that demonstrate academic excellence. Teachers also challenge students daily through differentiated instruction. Teachers allow students to demonstrate their learning in a variety of ways to ensure all students achieve at their learning level. For example, during October, students in fifth grade create 3-dimensional "Houses for Sale." Acting as realtors, they create for sale signs, marketing advertisements, and oral presentations.

C4. What is the process for continuous curriculum renewal at the school? What questions about curriculum is the school currently addressing? District content committees annually review each core curriculum area for alignment to state benchmarks. Barth provides teacher representation on all committees to ensure that grade level expectations and assessments are clearly coordinated, providing a spiraled, developmentally appropriate alignment. An annual curriculum audit augments and validates this process. Teachers share examples of integrated curriculum content and research proven techniques. Mastery learning, created thematic units, problem-solving lessons, project-based and inquiry-based learning activities are reviewed with the audit team. The resultant curriculums are more tightly aligned and more clearly defined for application at each grade level. This process has dramatically altered reading, mathematics, science, and social studies instruction. Each year, curriculum committees edit and update benchmarks to address changes. Teachers use this curriculum to develop and adjust annual year plans to improve

individual instruction. This constant renewal and review of the curriculum leads to innovative classroom applications focused on improving student achievement

Barth's school improvement plan was developed by the **School Improvement Team (SIT)**, which consists of teachers, parents, ancillary staff, and administrator. The SIT meets on a monthly basis to review the ITBS, MEAP, district assessment data, curriculum development, and individual student achievement. Upon data review, the SIT committee makes recommendations for professional development and interventions needed to attain our NCA/School Improvement goals (F4).

Consultants, trainers, and Strand Leaders provide grade level training, modeling, and building professional development in all subject areas. The Reading First Literacy Coach provides K-3 teachers assistance with implementation of the **Reading First Grant (C5a)**. **Student Team Literature** trainers and **Houghton Mifflin** consultants, provide teachers workshops and modeling **LETRS (Language Essentials for Teachers of Reading and Spelling)** training also offers K-3 teachers information and strategies for the emergent learner. **CompassLearning** curriculum consultants demonstrate and monitor innovative technology solutions for each grade level. Teachers receive **Carolina Biological** and **FOSS Science** kit training to implement inquiry based learning activities. The math curriculum Strand Leader models **ETA mathematics** manipulative kits. **6+1 Traits of Writing** trainers work with teachers to develop, implement, and model writing assessments.

CompassLearning Odyssey, along with the traditional **Integrated Learning System (ILS)**, **Classic Compass**, provides a complementary tool to the ever-changing elementary curriculum. As technology tools have become more intuitive and accessible to young learners, Barth teachers have worked as partners with **CompassLearning** Incorporated to demonstrate student growth by providing targeted subject support individualized for each student. **CompassLearning** software for class activities and practice materials supplement and augment the curriculum. The online **CompassLearning Odyssey** program has allowed our students with Internet access at home and through the local **Boy's and Girl's Club** of Lower Southeast Michigan to extend their learning beyond the school day using teacher created assignments and reading activities. **CompassLearning** aligns core curriculum activities through the **Odyssey** program and updates them twice annually to ensure support and correlations in mathematics and language arts. **CompassLearning's** innovative solutions offer students the best in technology applications to expand learning opportunities through a safe Internet portal and through project-based activities that bring the virtual and material world to the student.

C5. Successful schools offer all students opportunities to be engaged with significant content. How does the school ensure that students achieve at high levels in the core subjects?

a. **English (Language Arts).** The **No Child Left Behind Act of 2001** established **Reading First**, a high-quality evidence-based program. The **Reading First** initiative builds on the findings of years of scientific research compiled by the National Reading Panel. Our comprehensive reading instruction in grades K-3 is designed to select, implement, and provide professional development to ensure accountability through ongoing, valid and reliable screening, diagnostic, and classroom based assessments. **Houghton-Mifflin. The Nation's Choice** is our adopted federally approved comprehensive reading program. It provides explicit and systematic instruction in the five components of effective reading instruction: phonemic awareness, phonological/alphabetic principle, fluency, vocabulary, and comprehension. During the 2003-04 school year, K-3 staff participated in 24 hours of professional development with the publisher's trainers and will complete an additional 26 hours this school year. The intense focus of our K-3 **Reading First Grant** is structured within a 2 1/2 hour uninterrupted literacy block. Students receive direct explicit instruction that includes word work, story warm-up, guided reading, phonics, vocabulary development, comprehension strategies, and writing. Our resource teacher, speech/language therapist, Title I paraprofessional, and the re-teacher deliver additional support within the classroom.

Literacy instruction is provided in a variety of flexible student configurations: whole group, small group, and individual. Differentiated instruction utilizing the three-tier model plays a significant role in our comprehensive reading plan. During word work and story warm-up, a whole group (Tier I) configuration allows all students to participate in grade level phonemic awareness, phonics, vocabulary, and comprehension instruction and activities. During guided reading, small group (Tier II) and individual (Tier III) configurations allow "at risk" students to receive additional customized reading instruction at their skill level. Teachers model fluency, provide extra skill practice, pre-teach concepts prior to their introduction to the whole group/class, and consistently monitor student progress in a less threatening, safe, small group environment. Enrichment activities are also provided for more capable students during this time and at a variety of leveled literacy centers/stations that incorporate cross-curricular content while addressing

multiple intelligence principles. Various components of the Houghton-Mifflin program that provide additional instruction resources include: Theme Paperbacks, Phonics Readers, Leveled Readers, I ♥ Reading Take-Home Books, Extra Support Handbook, English Language Learner Handbook, Practice Books, Classroom Management Handbook, and Challenge Handbook. Saxon Phonics materials are also used as a supplement to the comprehensive reading program.

During **SWAT** (A1) meetings, teachers identify and target the literacy skills of at-risk students utilizing a variety of data: ITBS, DIBELS, MLPP, DRA (Developmental Reading Assessment), classroom assessments and observations, and student profiles. A document entitled **Focus For Instruction (FFI)** was created to monitor each student's achievement progress and the instructional strategies employed. This form documents the area of concern, strategies and materials being used, the frequency and duration of the intervention, and the progress-monitoring plan. All at-risk students are re-evaluated every 2-4 weeks to allow for the adjustment of instructional strategies. Each at-risk student's intervention plan is evaluated monthly during teacher training sessions with the CSR facilitator and Reading First Literacy Coach. In the spring, all students are evaluated with the ITBS and all K-3 students are evaluated three times a year with DIBELS. Our full time Literacy Coach oversees and assists with the implementation of the Reading First Grant. She facilitates weekly grade level co-planning meetings, provides professional development, models and offers direct classroom support, and oversees DIBELS and ITBS administration and data interpretation. To ensure compliance with the Reading First Grant requirements and to observe a variety of implementation models, the Literacy Coach participates in daily classroom "Walk Throughs." The Literacy Coach also meets monthly with other coaches and facilitators to discuss best practices, share instructional ideas, review current research, and exchange organizational tools.

Fourth grade teachers also utilize the 2003 **Houghton Mifflin** series as a continuation of the series used in grades K-3 as part of the Reading First Grant. Teachers have received training directly from Houghton Mifflin. Strategies used to teach reading in 4th grade include: reciprocal teaching (predicting, clarifying, questioning, summarizing, visualizing), cooperative and mastery learning, read alouds, small group guided practice, and teacher modeling. To ensure that the new series is aligned to district and state standards, all fourth grade teachers met last year and designed a year plan around the standards.

Teachers in the fifth and sixth grades use a literature-based program, **Student Team Literature**. This program, created by The Johns Hopkins Institute as part of a talent development approach, uses small cooperative student teams to improve instruction. The goals of Student Team Literature are to enable students to use specific strategies while engaged in the reading process, to extend reading comprehension skills, to develop fluency in reading/writing, to increase student vocabulary, and to encourage students to work cooperatively. In the classroom, students are placed in heterogeneous groups of four. At the beginning of the year, a set of social skills needed to establish and maintain a healthy cooperative environment is reviewed. Each teacher has classroom sets of five different novels from which to choose. Each novel is taught in sections. Each section begins with a vocabulary piece. Students read their sections either with a partner from their group or independently. The teacher reads small parts of the novel out loud to model for the students. After reading a section, the students answer a set of discussion questions with their groups. After a couple of reading sections, students take a test on vocabulary and reading comprehension. There is also a listening piece included with the Johns Hopkins program called "Writer's Craft" in which a specific skill is being taught, such as foreshadowing, conflict, author's point of view, etc. The teacher explains the skill and then reads the students a short picture book that clearly depicts the skill. As the students listen, they try to find how the author uses the skill. Since grammar is not a part of the Johns Hopkins program, the district has purchased the Houghton Mifflin English series as a supplement. Teachers use the English text along with words and sentences from the novels to teach grammar.

Students in grades K-6 receive daily explicitly directed writing instruction across all content areas. They also work in flexible collaborative groups for pre-writing, drafting, revising, editing, and publishing their work. All teachers have received professional development in **Power Writing**, a directed step-by-step strategy to increase student writing. Teachers use Power Writing strategies and conference with their students on a regular basis. District developed grade level writing prompts and scoring rubrics are utilized several times a year to assess student performance on a variety of writing genres: personal narratives, story and informational summaries, persuasive texts, friendly letters, and research papers. Teachers will continue to participate in **6 + 1 Traits of Writing**. Students are offered a variety of forums in which to publish and share their works. Weekly published classroom newsletters and class-authored books rotated among students are shared with parents at home. 3rd-6th grade students write authentic

persuasive business letters that are often mailed. For example, one year the fifth grade students wrote letters of complaint to the M&M/Mars Corporation. While using M&M packets for a Math activity students found that the number of M&M's in each packet varied greatly and many students thought this was not fair. The M&M Corporation responded with a letter of apology and some free products. Another year, students in 3rd grade wrote persuasive letters to the principal about why she should take the class bowling. Students have written and sent letters to government officials about various issues such as changing the voting age. Students also share original poems, short stories, and biographical sketches of famous individuals on **BBN** (A4). A number of computer programs are utilized to improve writing and publication skills, such as *Kidspiration*, *PowerPoint*, *Slide Show*, and *Compass Learning's Writer's Workshop*.

b. Mathematics. Teachers in grades K-6 use the *Scott Foresman-Addison Wesley Math Series*. This series was selected because the lessons and activities were closely aligned with district and state standards and because of its strong focus on problem solving, which was found to be one of our weaknesses. Over the past few years we have seen significant improvement in our Math MEAP scores. Students in K-3 study addition, subtraction, grouping, regrouping, telling time, working with patterns, number sense, and measurement. 4th-6th grade students study data analysis and statistics, place value, problem solving, fractions, geometry, measurement, decimals, multiplication, division, and probability. Along with the Math series, teachers use manipulatives, *Compass Learning lessons*, *TouchMath* (C2), teacher-created lessons, cooperative learning, and mastery learning strategies to teach students with differing abilities. To make math hands-on, teachers use a variety of activities. First grade students use Fruit Loops cereal to understand how to construct a graph. They sort the fruit loops by color and then create a graph to compare the colors. Students in 2nd grade use base ten blocks to understand regrouping. 5th grade students use money as an introduction to division. The students are given a zip lock bag with play money and are asked to divide the money into two equal groups. Before they can make their two equal groups, they find that they have to exchange dimes for pennies which helps them to understand regrouping. 6th grade students learn about measurement by measuring distances of different places throughout the school. Teachers also relate math to practical situations and incorporate other disciplines whenever possible. K-3 teachers use birthdays, addresses, shopping money, calendar, shapes, and road signs to help their students relate math to real life. 4-6 grade students learn how to balance a checkbook and keep track of the fake money they earn during the year. The money is eventually used at an auction. Sixth grade students learn how to run and manage the school store. At the beginning of the year during a unit on data analysis, fifth grade students create and conduct their own survey. With the data collected, the students construct a class graph, decide what kind of graph would work the best, and then build the graph together. In a 5th grade interdisciplinary social studies lesson on the Oregon Trail, students use problem-solving strategies. They are given a table with distances between cities on the trail, asked questions about total distances, and about which city they should travel to next. They eventually plan a route to take on the Oregon Trail.

c. Science. In grades K-6 science is taught through the use of hands-on materials included in district-created kits or kits purchased from Carolina Biological and Delta Science. Sets of *National Geographic Reading Expeditions Books* were purchased to supplement the materials in each kit. Each kit is closely aligned to district and state benchmarks. Students take a district-created pre/post test on the computer, along with quarterly assessments. 4-6 grade students create their own Science Fair projects that are judged and displayed for parents and students. The P T C sponsors Science Night, an evening of hands-on family activities. During a unit on animals, 4th grade students had the opportunity to observe live green anoles in their natural habitat and dissect owl pellets. In a unit on simple machines, 4th graders complete a web quest and use digital cameras to create their own compound machine. In a unit on ecosystems, students in 5th grade create "eco-columns" out of 2 liter plastic bottles. In a 5th grade unit on weather, students create weatherboards and make their own weather instruments. While studying astronomy, 6th grade students create scaled models of the planets in our solar system. In the 6th grade force and motion unit, students put together K'nex models to demonstrate the laws of motion in 3 dimensions.

Teachers take advantage of fieldtrips that relate to their science curriculum. While studying rocks and minerals second graders visited Guardian Industries Glass Plant in Carleton, MI. The students saw the process of turning raw materials (sediments) into a finished product. The digital pictures taken during the trip were used to make a "talking" Power Point presentation. The student's voices were recorded with student explanations of each picture. The fourth grade students took a boat trip on Lake Erie. They learned how to use navigational grids to find their way around the Great Lakes. During the ecosystem unit, fifth grade students have taken trips to the Waterloo Geological

Center where they take a guided tour of a bog. Third grade students have gone to the Detroit Science Center. While studying animals, many teachers have taken class trips to the Detroit Zoo.

d. Social Studies. Barth's social studies curriculum closely follows both the state and district standards. Students take a district-created, standard-aligned pre/post test on the computer. Different text series, aligned to the standards, are used throughout the grade levels. For example, 4th grade uses the textbook *"Michigan Adventures in Time."* To supplement their text, they also use *"Time for Kids," "Michigan History for Kids," "The Mitten,"* and *"National Geographic for Kids."* Besides the text series, teachers use maps, globes, video streaming, CompassLearning Odyssey, third-party computer software, Internet websites, SMART board lessons, and their own supplemental materials to teach Social Studies.

To prepare students to become responsible citizens, the Core Democratic Values (CDV's) are taught in K-6. CDV posters are displayed in each classroom, and each month the school focuses on a different CDV. The 1st graders learn a song about liberty that they sing to each classroom around the school. To make social studies come alive, teachers involve their students in hands-on projects and fieldtrips. Each year the Clinton Metropark Mobile Unit does a one-hour interactive presentation for all 4th and 5th graders on topics such as fur trading or schools in Colonial America. Last year, 3rd graders had the opportunity to visit the IMAX to see the movie *"The Sacred Planet."* They learned how people from different cultures and social standings live around the world. While learning about the history of Michigan, 4th grade students visit the Detroit Historical Museum. When studying American History, 5th grade students take a trip to Greenfield Village. During the 2003-04 school year, the 5th grade students and teachers were part of a grant through the Henry Ford Museum/Greenfield Village. Students learned about the History of Flight and then created and videotaped a news broadcast inside the museum's Flight Exhibit. Back at school, they presented their broadcast on BBN news. During the 2002-03 school year, 5th graders visited the Romulus Historical Museum and then created and performed a play called *"The History of Romulus."* During the February **Heritage Night**, the kindergarten class dresses up as famous Americans and performs in the gym. The 6th grade students research famous Americans, create a life-size picture of the American, write a short report of the person, and display their people around the school to be visible the night of the kindergarten performance.

e. The Arts. Barth provides many opportunities for students through the arts. Vocal/general music starts in pre-K and continues through 6th grade. Band begins in fifth grade, although preparation for band starts in the earlier grades with exposure to the different instruments. Second year band students perform in the fall at our annual Band-A-Rama concert that features all bands from the middle school and high school. Band students also perform at the school's winter and spring concerts. Barth choir consists of students from 5th and 6th grade. The choir wrote and performed a rhythm routine based on the group, "Stomp", using basketballs for rhythm instruments. The Barth Choir also did their meaning of the Pledge of Allegiance. This idea came as a result of the tragedy of September 11, 2001. A professional recording was made, and CD's were produced and sold. Through music, many of the core academic subjects and social values are reinforced. In social studies, many cultures are explored through music. One winter program featured songs about different cultures' holiday celebrations including Kwanzaa, Hanukkah, Chinese New Year, Ramadan, and Christmas. During February each year, we explore our American and African-American heritage through songs. Our music program reinforces the study of our state with songs about Michigan. We sing about other subjects the students are studying, such as the Erie Canal or Dr. Suess. We support language usage through a rap song that the students made up using phonics. Learning songs also helps students with social skills. One example is the song, "No More Bullies," which supports our No Bullying Program. Mr. Cook has done cooperative learning lessons where the student groups create their own 4-5 piece percussion ensemble and present it to the class.

Art is presented in one hour weekly sessions to students in grades 1-6. The classes are 20 weeks in duration. Beginning in K, children are taught basic art skills and concepts that are developed further each year through the 6th grade. These art skills are taught in accordance with developmental readiness. Some skills that are introduced and built upon include: drawing, coloring, painting, cutting, gluing, modeling, designing, construction, weaving, sculpting, lettering, stenciling and assemblage. Each lesson incorporates art history, production, art criticism, and aesthetics. The students are taught different cultural perspectives that help explain the importance of the artwork and artist. Illustrations from books are sometimes an inspiration to the children to learn a particular element or principle of art. Students have created various projects such as metal reliefs based on the sun in Mexican culture and paper molas based on the Kuna Indians in Panama. Students have learned of the architectural wonders of the castles in Ireland. The imaginative work of Jamie Wyeth and his home in the lighthouse by the sea were used to teach the students how they could change reality in their work.

C6. What other content areas or programs play essential roles in the school wide curriculum goals?

a. Service Learning. Teachers have piloted and created many lessons and units for the Learning to Give Organization. **Learning to Give** was developed to help students learn how to give of their time, talents, and treasures for the good of others. The lessons teach students how important their volunteer actions are for the common good in a democratic society. All Learning to Give lessons are aligned to academic area state benchmarks. To teach students the importance of helping others, many teachers at Barth have implemented Learning to Give lessons and units in their classrooms. In a unit titled "Traditions," third grade students learned the meaning of the word philanthropy and used literature to discover acts of philanthropy in the study of quilts. In a unit titled "What is Philanthropy?" fourth grade students learned how corporations can help people and how they themselves can help others in the community. For one of the lessons students had to help someone and then write about how it made them feel. In a unit titled "We've Been Writing in the Classroom" fifth grade students created stories about friendship that were sent to a children's hospital to cheer up the patients. Students at Barth contribute to the community in many other ways. An example is the play about the history of Romulus. Students from 5th grade visited the Romulus Historical Society and researched different historical topics, from schools to transportation to businesses to entertainment. The 5th grade teachers, as well as the music teacher and principal, visited the Historic Society on a weekend to coordinate and design a play. Music from the past was added to the script, which reinforced what the students were learning in their research. The students also wrote one original lyric. The play was presented to parents and students. Some adults in the audience commented that they learned something new about Romulus. Another way in which the students gave back to the community was through the sale of their CD, "Kids Salute America." The \$100.00 in profit was donated to the Romulus Fire and Police Department. Students, staff, and parents also contribute philanthropically through, adopting families at holidays, beautification projects, fundraisers, mitten trees, and food drives.

b. Physical Education/Health. Barth students participate in a comprehensive, developmentally appropriate, and fun **Physical Education Program (PE)** 90 minutes a week. The P.E. Program at Barth follows our district wide curriculum that is based on the **Michigan Content Standards and Benchmarks for Physical Education**. Our goal is to provide all students with the knowledge, skills, fitness, and attitudes to lead a healthy lifestyle. Students at Barth also participate in the **Michigan Model for Comprehensive School Health Education Curriculum**. **Michigan Model** lessons cover safety and first aid, nutrition, family health, community health, consumer health, growth and development, substance use and abuse, personal health practices, emotional and mental health, and disease prevention and control. Classroom teachers present the first phase of each grade level during the first few weeks of school as part of our **No Bullying Program**. The PE teacher instructs from the other five phases. 1st and 2nd graders receive one health lesson each week. Every other week, 3rd-5th graders receive a health lesson. Sixth grade students receive their health lessons during three 3-week units. The units are: puberty/HIV, staying safe, and drug prevention.

The physical education and health program reinforces academic areas in a variety of ways. Our **STEP (Students/families Together Exercising w/Pedometers) Program** has students using pedometers during gym classes and recess. After using the pedometers, students record their steps taken and distance traveled. Periodically, students go to computers to input the data so that they can create graphs showing their progress. Students are rewarded every 5 miles they walk/run with sneaker charms. Families are encouraged to participate by walking with their child outside of school time. Teachers have also joined the ranks of pedometer users. The **Barth Fun Run** encourages family involvement too. Students also had the opportunity to participate in the first **Kids Fit Michigan Marathon**.

Core Democratic Values are reinforced throughout our activities. Equality, truth, diversity, the common good, and individual rights are often referred to. We stress good sportsmanship and helping others. Physical education reinforces **Service Learning** by combining physical activity with philanthropy. Students participate in **Jump Rope for Heart**, **Hoops for Heart** (American Heart Association) and **Hops for Leukemia**. The money collected is donated to benefit these organizations.

C7. What requirements must be satisfied before a student is promoted to the next grade or level of schooling? Barth's curriculum places the focus of education on meeting the individual needs of all students. This is accomplished through a tightly aligned curriculum identifying grade level outcomes. The curriculum focuses on technology, students' active learning, the development of higher level thinking skills, and mastery of the core curriculum content. The grade outcomes, the skills and knowledge students need in each grade, are defined for students, parents, and teachers in district-created grade level brochures.

Barth's **SWAT** team meets continuously throughout the year to identify individual needs of the students. **CST (Child Study Team)** meets when teachers have concerns about individual students. The success of the student academic intervention plan developed through **SWAT** and **CST** are considered in the decision-making process for promotion. **Child Placement Exploration** meetings are held at the end of the year with the current year's teacher and next year's teacher to discuss all students and special concerns for each child. Barth in coordination with the district of Romulus engages in an integrated program to credential, or verify the accomplishments matched to standards, for each student. The process is meant to ensure that each student successfully makes the transition to the secondary level.

D. ACTIVE TEACHING and LEARNING

D1. How are teaching practices and learning experiences in the school consistent with current knowledge about successful teaching and learning? Barth teachers strive to meet the needs of exceptional students and general education students by using research-based practices, such as cooperative instruction, mastery learning models, and hands-on activities. These methods meet the various learning styles and multiple intelligences of our students by challenging them through exciting lessons and authentic assessments. This is reflected in the Barth student-created pledge of becoming the best learner they can be. Students learn best when they are actively seeking information and investigating their world with the support and guidance of staff. Teachers understand that learning is an active process that demands full student and teacher participation for success. Teachers allow students to share learning and flourish at their own pace.

The needs of special education students are met through mainstreaming programs in all subject areas. Students work together in heterogeneous, cooperative groups to share skills and talents in the process of producing media and sharing learning with one another. Science projects, like the 4th grade simple machines project, encourage students to work together to create new schema for categorizing the tools around them. Students participate in data gathering, example creation, and presentation publishing to demonstrate their learning.

Mathematics activities, such as **TouchMath** and **"Hands-On Math,"** are used to specifically improve student computation skills. Integration of math manipulatives encourages kinesthetic learners to make connections between the computation and concrete applications of new skills. These activities are part of projects in problem solving and producing demonstrative examples of concepts at all grade levels. Java based Internet programs from the NCTM Illuminations website extend learning of three dimensional object characteristics and allow students to go beyond basic textbook representations of figures to reinforce new concepts of geometry. The Geo-dome creation produced by sixth grade students culminated with an explanatory digital video created by students and edited using I Movie software to show students working cooperatively to build a stable self supporting structure covering ten square feet.

Collaborative activities that stretch across grade levels allow students to become teachers and master content. Philanthropy activities require students to demonstrate core democratic values by applying these concepts to life situations familiar to young children. Writers work together to reach challenging rubric requirements for success through peer review, editing, and final publication of writings. These collaborative lessons are supported through excellent technology tools such as the SMART Board, which allows the learner to share control of instruction and the CompassLearning Odyssey Writer Program that allows students to participate in virtual peer review sessions with the teacher and other students in the class.

Students working on such challenging activities across the curriculum are met with high expectations for student productivity and mastery. Student report cards reflect the high degree of proficiency required by quarterly assessments and provide students and parents with the rubric categories assessed. Student learning is documented, diagnostic, reflective, and elicits student input to improve classroom instruction. Gifted and talented students are showcased daily on **BBN** produced by high achieving 5th and 6th grade students. Recognition of student achievement in academic and personal pursuits motivates students to gain the spotlight through hard work and accomplishment. **BBN** and the daily news slide show highlight young artists who share work and explain the motivation behind the creativity displayed in their favorite medium.

Reciprocal teaching strategies of summarizing, questioning, clarifying, and predicting are evident across the academic subject areas as student read expository text. Grades K-3 are involved in the **Reading First Grant** that utilizes centered and differentiated small group instruction and phonics based activities to engage early readers and help them make connections between print and meaning. 5th and 6th graders are taught using the **Student Team Literature** approach (C5a) that focuses on building vocabulary and reading comprehension abilities. Teachers

across grade levels are currently being trained in writing instruction that models the research-based 6 + 1 Traits of Good Writers

D2. In what ways do teaching practices support student-initiated learning? Teaching practices support student-initiated learning in a variety of ways at Barth. Teachers are not afraid to step out of the traditional instructor role and become facilitators of learning in the classroom. There are many examples of opportunities for students to participate in student-initiated learning. Mr. Legg's special education class bakes, markets, and sells cookies during the student lunch periods as part of their **Cookie Club**. Fourth through sixth grade science fair projects fill the hallways and media center each spring as students demonstrate their understanding of the scientific process. February is celebrated as **Heritage Month** and culminates in an evening assembly that includes opportunities for students from a variety of grade levels to share their knowledge of many of the world's cultures and famous individuals. Near the end of October, 5th graders create and present "Houses for Sale" (C2). 4th graders make their own versions of learning manuals for the incoming students. They also participated in an inquiry-based field trip along the banks of Lake Erie (C5d). 5th graders take a field trip to the Romulus Historical Museum, gathered information, and created their own play about the History of Romulus. "No-Bullying" skits also are student written, acted, and produced by the 5th and 6th graders to show positive examples of dealing with bullies.

As staff members strive to integrate technology more and more with enriching learning experiences, several projects have been developed. Our school's P.E. teacher, Sheila Stasak, designed the grant-funded **STEP** program that challenges students to reach mileage goals while using pedometers. The 2nd grade students created their own PowerPoint presentations (using their own voices) about their field trip to a local glass-producing factory. 6th graders used digital video to film scenes from *Maniac Magee*, a book they had read as part of the Student-Team Literature Program, and then edited each scene using i-Movie software. The **BBN** broadcast each morning allows for students to write and edit their own reports, utilize the equipment needed to create a live newscast, and improve their public speaking abilities. This school wide news show also allows classes to highlight recent projects or trips, one example being the fifth graders' flight broadcasts done at Henry Ford Museum.

D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts? The media center serves as the school's information hub. Computer technology resources, hard copy research tools, and professional development materials and workspace are all located centrally in the building. A remote media retrieval system and online video streaming service provide media access directly to classrooms containing thousands of titles searchable through a keyword search tool. The circulation of the media center is 10,748 fiction and non-fiction titles. Teachers accompany their classes to the center weekly and operate the Alexandria computer based checkout system that allows students or teachers to scan bar coded media in and out of the library database. The media center is open to individual students as needed to perform research and for checking out materials to support projects or presentations. Students use one of the three Internet computer labs to perform Internet research for projects. The full color laser printer, poster printer, and laminator reside in the media center for student and teacher use with the assistance of the media specialist. The media center provides a digital video project center for video and still images, three digital video cameras, two VHS professional video recorders, and 6 digital still cameras. The Scholastic Reading Counts! online program with 8 workstations allows teachers to assign grade level books to demonstrate reading proficiency. 3 network workstations supplement the 3 available computer labs of 30 machines each, 5 classroom network workstations, and a single computer dedicated to CD-ROM based encyclopedia and reference materials. Currently, the media center has 7 CD-ROM based research programs, 487 retrievable movie titles, 10 reference sets, and 109 software titles. During collaborative CSR workshops in the media center teachers develop integrated units and project-based learning applications with CompassLearning tools. Teachers produce media, alter existing lesson plans, use digital video cameras with students, and integrate technology into all subject areas. Teachers and students alike share the digital video project center. For large production activities, the BBN team uses the media center's fiber optic video connection to transmit programs to all rooms. The Media Center Specialist, Barbara Collier, maintains the library texts and media materials. She provides extended learning opportunities as the producer of BBN and editor of the building web page. She creates monthly programs promoting diversity and recognition of heritage that are balanced and unique to the individuals represented.

D4. What technology applications is the school using to enhance learning? How do they relate to the curricular goals and how do they support teaching and learning? Students use CompassLearning's ILS and the web-based Odyssey Learning System in all subject areas. Teachers integrate daily instruction with these systems to individualize instruction. Teachers create small assessments of specified objectives aligned to the State's curriculum.

framework using the Odyssey test builder. These assessments offer teachers a timely and accurate measure of student progress, mastery, and support needs in the core curriculum. Odyssey resources and lessons are available to all students beyond the school day using home computer Internet connections or available school resources. Parents are also able to review student progress and activity through a teacher created parent password. CompassLearning Odyssey lesson content provides interactive activities in all subject areas with appropriate reading support. Teachers are able to designate specific activities for completion or allow the system to meet the learner's progress using learning paths based upon successful mastery of outcomes. Other components coordinate project-based activities offline by using worksheets, responsibility guides, and rubrics for project completion by the students. These activities are flexible enough to allow students to work as part of a team or independently. The Odyssey writer program for students in grades 4-6 allows students to create word-processed documents over the Internet and send the completed work to the teacher through the system. In coordination with Reading First (C5a) initiatives, early readers work online in time blocks within K-3 classrooms to increase independent comprehension and critical reading skills.

Students in grades 4-6 also use digital imaging and video tools to author, edit, and produce media applicable to instructional content. Students create PowerPoint presentations, short movies, and even documentaries for other learners or to demonstrate mastery of subject area content. The multimedia lab provides creative resources for independent, advanced projects and research for team projects. The lab includes "Science Court" software to supplement science lessons. Students watch an animated video to identify clues and details needed to solve a case. Each video and the corresponding work pages are aligned to the National Science Teachers Association curriculum benchmarks. "Decisions Decisions" is a series of citizenship simulation programs to improve student problem solving on social studies curriculum issues. These activities build connections between real world current events and the people who live through them to build a more realistic understanding of the effect our individual decisions can make on our society. Using Internet resources, classes also participate in virtual tours and explore the world beyond the classroom in real time through web cams and movies highlighting the areas of our world studied. Internet resources provide a wealth of knowledge both in and out of classroom instruction to increase interest and understanding of core area content. Teachers use resources from Marco Polo, an online keyword searchable database of reviewed Internet lessons and activities, and CompassLearning Odyssey's project-based learning links to identify appropriate Internet content for exploration and research. Students also learn the value of critical resource evaluation assessment and must critique and cite resources acquired over the Internet to reduce plagiarism and unreliable resource usage. Teachers share information using web page updates through the Romulus Community Schools' website and post tools for student and parent use beyond the classroom.

Teachers use SMART Board technology, an interactive white board recording and projection system, to make computer-based lessons interactive and retrievable for later work. They manipulate projection hardware and presentation software to bring clarity and structure to verbal lessons. Teachers also incorporate audio and visual media where appropriate to enhance instruction through Internet video streaming and media retrieval tools within the classroom. Digital microscopes projected on the lab's 6-foot wide screen offer a view of the world unseen by many students. Probeware, software, and hardware designed to measure physical forces in controlled experiments is used to provide real world applications of science to solve problems affecting students. Portable recording tools allow students to take these probes into the local forest and take measurements of light, sound, and motion to draw conclusions and make comparisons supported by recorded evidence and repeated trials. Virtual math manipulatives, flash card programs, and third party interactive computation games give students a chance to practice and improve skills in a low stress setting and a pacing that is self-defined.

Internet ready computers with high-speed fiber optic connections are available in all classrooms and three computer labs that rotate through a daily schedule to provide all classrooms equal time and access to resources. Each lab has 30 Internet High Speed computers with access to the school district's wide area network. This network allows students to work at multiple workstations and save all work to a single location. A set of 15 laptops on a mobile wireless Internet cart allows teachers to move beyond the classroom and provides additional machine resources when the lab schedule requires. Check out procedures through the media center specialist allow teachers to share cameras, recorders, SMART Boards, and video cameras to integrate media images and presentation into daily instruction.

While the school district provides initial technology training, the CSR facilitator, responsible for training each teacher in technology integration gives more extensive and ongoing training monthly. These sessions include training

and measurement of mastery for all applications available on network machines. The facilitator trains teachers to effectively use grade level specific subject software and hardware tools to increase instructional effectiveness for multiple intelligences and produce multimedia with editing tools and digital imaging hardware. The facilitator works with the teacher to incorporate web resources into daily instruction and assist in the design of instructional units. Products from the sessions vary and include desktop publishing of web and document resources, spreadsheets, word-processed documents, templates, and database tools. The facilitator tailors each session to address the unique needs of the grade level and teacher trained. The CSR initiative is modeled in coordination with Compass Learning ILS and Odyssey resources that allow teachers to gather data about student performance on specific content objectives and offer data regarding student growth in each content area. Teachers use these programs both to enhance instruction and as reporting tools that immediately reflect student mastery of lesson content. The SIT uses post assessments for data analysis.

E. PROFESSIONAL COMMUNITY

E1. What opportunities do teachers and other staff have to build professional community that enhances their collective capacity to work together? Teachers and support staff demonstrate the value of life-long learning by seeking professional growth via graduate classes, workshops, in-services, conferences, staff collaboration, mentoring, and research. The focus of staff professional development is directed to activities that aim to increase student achievement towards the 3 goals identified in our School Improvement Plan. The plan was devised through a collective effort of all staff via their various levels of participation on the School Improvement Team. Based on overall student performance on local, state (MEAP) and standardized (TERRA NOVA and ITBS) assessments, the team ascertained that students were performing consistently low in writing, informational reading, and math problem solving. At the district level, 2 full days and 5 half days are scheduled annually for professional development to support district-wide initiatives. Newly hired teachers are provided with 3-5 days of professional development in the areas of mastery learning, cooperative learning, multiple intelligences, and curriculum orientation. The curriculum director, building principals, Strand Leaders Literacy Coach, and teachers collectively participate in the planning and implementing of district level professional development activities. Two one hour staff meetings are held each month for the purpose of continued professional development in areas specific to the school's improvement goals and to allow time for grade level and cross grade level collaboration. Building staff facilitates professional development on topics such as No Bullying, MEAP preparation, data interpretation, the use of technology tools (D4), and the implications of the "No Child Left Behind" and "Education, Yes!" legislation. Strand Leaders, full-time content coordinators, provided professional development in their respective areas. Additional professional development is provided through the CSR and Reading First grants. Chris Smith serves as the CSR facilitator and provides teachers with a full day of individualized professional development monthly. Literacy Coach, Pat Adams, is responsible for the implementation of the Reading First Grant. Every K-3 staff person receives individual and grade level training on a weekly basis to review assessment data, discuss student achievement goals, reflect, plan lessons, and problem solve. SWAT and Child Study (A2) are another collaborative effort to identify and plan for students.

E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to implement effectively the school's curriculum, instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority? Professional development (PD) advances the school plan and contributes to staff performance. Staff take advantage of every opportunity to become educated in a variety of teaching and learning practices. To remain abreast of new ideas and instructional strategies, teachers attend workshops, in-services, conferences, and state conventions on topics such as preventing early failure, DRA and MLPP administration and interpretation, classroom management, reciprocal teaching, reading strategies, special education law, autism diagnostic observation, improving student test scores, safe and healthy schools, AIMS math and science, curriculum development, speech and language, special education MI-access training, non-violent crisis prevention training, multiple intelligences, service learning/philanthropy, assessment development, Four Blocks Literacy Based Reading (F4), thematic/interdisciplinary instruction, mentoring, and peer coaching. District Title II, Title I, Reading First Grant, CSR Grant, Safe and Drug Free School Grant, special education department, and Michigan Improving Teacher Quality Professional Development Competitive Grant funds are used to finance staff participation in PD. A PD log that includes the description/title of the activity, the purpose, and the number of days/hours participants engaged in the activity is maintained on every staff.

Based on analysis of data from ITBS, TERRA NOVA, MEAP, DIBELS, district quarterly assessments, student report card grades, and students' portfolios, the School Improvement Team identified three goals to increase student learning (F4). The establishing of the goals provided direction for the planning and designing of many of our building in-services. For example, to support our writing goal, 5th grade teacher, Gerilynn Kline, was sent to a three day training on the 6 + 1 Traits of Writing. She provides in-service training to our building staff as well as other teachers throughout the district. In support of our math goal, the staff was trained in the elements of TouchMath and received ongoing assistance from the district's math Strand Leader. All K-3 staff has received extensive additional training in early literacy (C1). Teachers in grade 4 were trained in Houghton Mifflin reading, and teachers in grades 5-6 were trained in Student Team Literature. All K-6 staff was trained in the use of "StoryBook Station" (C1).

Eleven Barth staff members serve on at least one district-wide committee, working on curriculum alignment. All staff participate in monthly staff meetings (E1). Our third grade teacher worked with the math strand leader to realign the pre/post and quarterly assessments for third grade. In anticipation of the raising of standards for AYP, fourth grade teachers redesigned assessments and materials used for MEAP preparation. Staff participated in the selection process for the adoption of a new reading series, science materials, and social studies informational text.

In an effort to comply with the state's requirement regarding the mentoring of non-tenured staff, the district partnered with Western Michigan University (2002-2004) in a mentor support project. Grant funding was used to in-service all current and potential mentors on the use of standards-based inquiry-focused criteria for assessing lessons in the core content areas (E3). A Barth teacher is trained as a mentor coach/trainer.

All building staff received extensive in-service in the use of the technology/audio tools including new computers, computer programs, digital cameras, and scanners. The district also upgraded the CompassLearning ILS to include CompassLearning Odyssey. Consultants were provided to in-service all staff. The training has been sustained through the implementation of the CSR program (E1).

E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility? The professional development opportunities that teachers and staff participate in address significant differences in experience and the roles/responsibilities of those being trained. Barth School in particular does not subscribe to a "one size fits all" concept when it comes to professional development. This approach allows individual teachers and staff to remain focused on educational issues, teaching strategies, etc. that are specific to their grade level and/or content area.

Newly hired teachers participate in an extensive 3-day in-service scheduled the week prior to the beginning of the school year. In these training sessions, the concepts of mastery and cooperative learning are addressed and an introductory narrated bus ride of the district takes place. These same newer staff members work with their building principals to establish Individual Development Plans (IDP's) that are updated and reviewed each school year. The principal does at least one informal observation and two formal evaluations of non-tenured teachers yearly.

In partnership with Western Michigan University, a mentoring program was developed as a comprehensive guide to support new and non-tenured teachers. This process includes training for mentor teachers. The areas identified as critical in the training process are: interpersonal communication skills, management, and instructional support, specifically in the development of higher order thinking skills. Once trained, these mentors are then assigned to mentor non-tenured staff at or near their grade level. Mentors work with non-tenured staff during their first three years and are compensated each year. We have 3 trained mentor teachers; and our principal, Title I Learning Specialist, and Literacy Coach have also been trained. Every non-tenured teacher has a mentor.

Staff members participate in half-day in-services on a monthly basis. These sessions are broken down into grade-level and/or departmental topics so that each teacher is trained in areas that are relevant to their students/classrooms. The presenters for these sessions range from regionally or nationally known experts to classroom teachers from within the district.

E4. How does the school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success?

Barth's participation in the NCA process provides the staff with a unique opportunity in the development of a researched based SIT plan designed to assist teachers in attaining high student achievement. This process gives the SIT a chance to review student assessments, staff/parent surveys, evaluations, and professional development needs on a monthly basis and to make adjustments in the learning environment. The SIT is charged with establishing and

monitoring progress towards specific school-wide goals (F4). The staff examines the goals, and research-based teaching strategies/practices are identified for use in achieving them

Student assessment data is examined and utilized in various ways. The SIT annually reviews student assessment scores and identifies strengths/weaknesses of students. **SWAT** (A2) continues this process by disaggregating the data by class and student subgroups. Students that are not achieving satisfactorily are closely monitored throughout the year and provided with appropriate interventions.

Teacher evaluation is a means to ensure instructional quality and improved student achievement. Our principal conducts both formal and informal evaluations at least three times during the school year. Staff members are also required to complete self-evaluations.

Staff participates in PD on an average of 6-8 hours per month. Barth's PD plan considers the goals and needs of our school. Improved teaching and higher student achievement results are viewed as measures of success of our PD plan. Standardized test scores (MEAP, Terra Nova, and ITBS) have shown significant increases in the past several years, offering evidence that our PD plan has made a positive impact on student achievement.

F. LEADERSHIP AND EDUCATIONAL VITALITY

F1. How does leadership move the school towards its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals? The concept of leadership at Barth Elementary consistently moves the school community towards our common goal of preparing our students for successful futures in a competitive workplace. The leadership model that is used by our school's principal, Diane Golka, demonstrates the importance of building relationships, making learning meaningful, and expecting excellence in achievement for students and staff. She personally intervenes in many student challenges and has a philosophy of seeking a solution that benefits the student. She treats staff, families, and students from a strength-based perspective. She is committed to involving parents in their child's learning and informing them about what is going on with their student whether it is positive or detrimental. Students are held accountable for their behavior with consequences that are immediate and pertinent to the transgression. Students, who have been disciplined, inevitably leave her office with something positive. She is visible, known, and assessable in the school. She has an open door policy, acknowledges students personally on their birthdays, and encourages teachers to showcase student achievement. She also showcases staff achievement, and encourages staff to take on leadership roles. She supports team effort in developing exemplary programs to improve student learning. The standard for healthy behavior in the building emanates from the top.

Mrs. Golka is involved in classroom learning. On many of her daily classroom visits, she takes advantage of a "teachable moment" with the students. For example, after hearing first graders read a story about a hen that hatched ducklings, she purchased an incubator and duck eggs so that the children could extend their learning through application. It is evident when you enter the school that Mrs. Golka exemplifies the leadership vision of our school and is totally involved with all aspects of student learning. Staff is encouraged to participate and facilitate school, district, and community committees such as: NCA, SIT, Blue Ribbon, Mentoring Committee, and curriculum committees. Mrs. Golka has served as a member of the Climate Committee, Technology Committee, and Mentoring Committee. She was instrumental in developing the "Romulus Community Schools Mentor Handbook," Fourth Grade District Swim Program, bus policy, and the computer lab model.

F2. How does the school engage its internal and external stakeholders in leadership decision-making? What is the relationship between the principal and stakeholders? Mrs. Golka and stakeholders in the Barth community are involved in shared decision making and implementing programs. Both the internal and external stakeholders work hand-in-hand to improve the climate and academic goals of the school to increase student achievement. The principal works collectively with everyone who has any involvement with Barth. Mrs. Golka listens to all stakeholders and values their ideas, thoughts, and suggestions. As an example, she meets monthly with lunch aides and bus drivers to listen to their concerns, and through discussion, a new plan is implemented. Parents are strong partners in the process. A parent coordinator is part of the staff and finds ways to enhance the parent participation in school activities and academic goals. Parents are asked through a survey about communication with the staff, ways that involvement can be structured, how specific programs are going, and about safety and caring in the school. Parents are also asked to sign a "Compact of Achievement" (G1). The PTC is another avenue where parents can show their support to Barth. The parent organization is involved with both school and community activities.

Students at Barth are engaged in part of their own learning. They participate in a survey about the school at the end of 5th and 6th grade. Seventh grade students who have moved to Romulus Middle School are asked to respond to three questions: How could we have made your transition to the middle school easier? Is there an area or areas where you noticed you were particularly prepared compared to others? Is there anything else you would like to share? Students don't feel intimidated to voice their concerns and ideas to Mrs. Golka. As an example, fifth graders were complaining about lunch portions. Mrs. Golka listened to their complaints and then suggested they write persuasive letters to the board of education. After the board received the letters, a board member, director of food service, and a central office administrator came and met with the students. As a result of the discussion, the students were able to get a salad bar and healthy snacks in addition to their main menu. Barth's staff through SIT, Child Study, SWAT, CSR, Reading First, and NCA shares visions and decisions as a team to impact the students at Barth. Two consecutive years Barth received the Golden Apple Award and a total of sixty thousand dollars. By consensus, parents, staff, and students voted to spend the monies on playground equipment, audio enhancement, and a poster maker. Through collaborative efforts, Barth's business partners, Doubletree Hotel, Wendy's, Henry Ford Museum, and local businesses provide both unique activities and financial assistances to Barth. It is evident at Barth that all students can learn effectively when staff and community work together with high expectations and goals.

F3. What kind of participatory school improvement process operates at the school? How did the school prepare its Self-assessment for the Blue Ribbon School Program and how did this initiative relate to other school improvement and planning efforts? Barth has been NCA Accredited since 1999 and has met all requirements for NCA Transition Endorsement. In 2002-2003, Barth completed its NCA School Profile and is now in the 2nd year of the 5-year cycle. Our School Improvement Team (teacher, facilitator, principal, staff, and parents) began the profiling process in June of 2002. The analysis of our available data, which includes MEAP, standardized tests, district assessments, and SWAT results, provides a detailed overview of our students' current level of educational performance. As a result of this detailed study of Barth and the disaggregating of our data by SIT (C4), we defined levels of student achievement. The SIT Committee understands that consensus drives the direction of the educational milieu. In 2004, SIT along with entire staff revised our School Improvement Plan that included 3 academic goals. Extensive in-service training (E2) is provided throughout the year.

In 2002, Barth's staff began reviewing the Blue Ribbon Application and reflecting on the questions and the process. At this time, we had received 2 Golden Apple Awards despite being in improvement for Reading. In 2003, we received a "B" on our Education "Yes" report card and an "A" in 2004. These significant accomplishments encouraged staff persons, Diane Golka, and Sue Mitchell to attend the Blue Ribbon informational seminar, which ultimately led to the implementation of the process. All the stakeholders at Barth agreed to apply for the Blue Ribbon. 5th grade teacher, Gerilynn Kline volunteered to lead the committee. The committee met in June to review the application and begin drafting the document. Rough drafts were e-mailed to Mrs. Kline, and the committee reconvened on August 1st. Through NCA, SIT, and Blue Ribbon, stakeholders can be empowered to design and implement programs that support the actualization of the school's achievement.

F4. How does the school leadership use most current information about education to promote continuous improvement in the school? How does such evidence influence decision-making? The SIT Committee, Strand Leaders, curriculum committees, Barth staff, and principal have researched in depth national strategies to integrate into the delivery of our curriculum. The following strategies form the foundation: reading (K-3 Reading First, 4-6 Reciprocal Teaching, and 5-6 Student Team Literature), student mastery (Mastery Learning), student collaboration (Cooperative Learning), technology (CSR/Compass), and student application (Service Learning). The principal will provide support, resources, and ongoing professional development to facilitate effective teaching strategies.

Data, such as test scores, report card grades, intervention, attendance, and SWAT, are continuously being assessed through the school year by the principal, SIT, staff, Strand Leaders, and curriculum director. The detailed study of our school (NCA Profile) and the disaggregating of our data gave Barth stakeholders a clear understanding of the school goals when writing the School Improvement Plan. Barth staff used the data to diagnose students' strengths and needs in order to plan and adjust instruction. Barth staff developed a new SIT Plan in 2003-04 through intense evaluation of the data and identified three areas for student improvement. The goals developed from this process were the following: problem-solving skills in mathematics, writing across the curriculum, and reading comprehension across the curriculum.

Research by Edward Silver and Kristin Scott in math indicates a need to create a math curriculum where the learning of basic skills is integrated with problem solving and reasoning. Barth students benefit from studies in

heuristics models. A school wide approach has developed commonality in focus and language. G. Hillocks and Graham Harris' research stated there are three major sub-domains of written expression: planning, translating and reviewing. Barth staff has implemented the following strategies: Power Writing, 6+1 Writing, 4 Square Writing and the use of technology as interventions to improve writing. *2000 Teaching Children to Read: An Evidence Based Assessment of the Scientific Research Literature on Reading* indicated that reading must be directly and systematically taught for many children to be successful. Barth staff has implemented Reading First, Pat Cunningham's Four Blocks Literacy Based Reading, Houghton Mifflin grades K-4, and John Hopkins grades 5-6.

F5. Reflecting on the last five years, what conditions or changes have contributed most to the overall success of the school? In the past 5 years, many physical improvements have been made at Barth such as student lockers, camera security system (inside/outside), updated technology labs, classrooms windows, outside track, Barth's name replaced on the school, a new Barth sign, flowers and trees planted by parents and students, a new parking lot, along with new playground equipment and classroom audio enhancement that was purchased with Golden Apple funds.

In the past five years Barth has received two grants, **CSR** and **Reading First**, both working towards student achievement. **SWAT** is an intense intervention program for at-risk students. The award winning **No Bullying Program** is a very effective program that enhances the Positive Discipline Program. Barth's **STEP** program addresses health and obesity. Technology is a way of life at Barth, and through the CSR Grant, staff have had continuous professional development. Students use the technology daily across the curriculum. Most of the staff hired in the past five years are highly qualified and already had an opportunity to work at Barth as reteachers, student teachers, and substitutes. Experienced staff within the district has sought out positions at Barth when vacancies occurred. Barth's self-motivated and enthusiastic staff has been important to the success of Barth.

F6. How has the school integrated technology to improve management and program efficiency and effectiveness? Office staff uses the Microsoft Office suite to complete all correspondence and Microsoft Outlook provides timely communication between all staff. The secretary and principal can easily transfer record keeping templates for staff retrieval across the building network. These include Excel templates for student data collection of grade-level assessments and teacher professional development logs. The secretary also uses FileMakerPro to create purchase orders and to maintain student information throughout the year. The program makes searching for information more efficient and secure using password protected databases.

Lunchroom clerical information is handled through templates using Microsoft Word and Microsoft Excel. This reduces accounting errors while providing a retrievable record of purchases and replenishment needs. Building maintenance has been improved through e-mail work request orders. The building's climate is controlled using a climate control program at the district's board office. The district's maintenance director ensures that the students enjoy a comfortable learning environment year round. Classroom management and building attendance tracking are made more efficient through the Zangle Internet based attendance and school management tools. All teachers in the building have been trained to streamline attendance and student data maintenance with this program, allowing the building to use student fields for tracking and exporting to other programs requiring demographic specific data. These tools allow teachers and the School Improvement Committee to disaggregate data by sub-groups.

Easy Grade Pro has been the standard digital grade book tool for five years. This robust program accepts student information from multiple file formats and reduces the time expended on hand calculation and record keeping. Teachers can print reports as graphs and produce progress reports for parent review. This reporting tool makes parents aware of much more than the students' grade and allows all stakeholders to see the derivation of grades. The FileMaker Pro database application has become a multifaceted recording and report card generation tool using an online Internet accessible server. This tool makes annual comparisons and sharing of information as simple as a search across fields defined by the user. Teachers and administrators can review scores for several years across grade levels to determine the growth of an individual child.

Communication across the building has been improved using Outlook to quickly and efficiently share documents, data, and important information. Using a building shared contact list, staff can quickly comment upon issues, instructional needs, or provide assistance to colleagues. Teacher use the Shared Documents and Staff Folders to share larger projects and resources. These network locations are protected and are easily accessible over the high-speed network, eliminating the need for copying and reproduction tools.

F7. What are the major educational challenges the school must face over the next five years, and how does the school plan to address them? In 2003-2004, Barth completed their NCA Profile and Barth's School

Improvement Plan. The challenge will be the implementation of the plan and to continue increasing student achievement in the areas of writing, math, and reading. The Barth staff members have invested many hours into this plan and truly own it. With a committed staff and a well thought out plan, Barth will continue to strive for excellence.

Parent involvement is another challenge that Barth faces. The Parent Compact and the Parent Facilitator are two components in reaching this goal that are already in place. We will continue to address the issue of parent involvement through surveys and suggestions and concerns. The parent group (PTC), is an integral part of our puzzle and has plans to join the National Parent Group (PTA) to increase parent involvement.

One of the major concerns we have to face in these uncertain economic times is the impact that this will have on schools and their future plans. Barth School will meet this challenge "head-on" and continue to meet all students' needs. Although we have been forerunners in technology since 1991, we know that future technological advancements will arise, and we shall try to meet this need at the district level through bond issues, etc. Lastly, Barth School has 15 acres adjacent to it. One of our goals is to write a grant, involve parents and community groups, and create a nature center for the entire district to use for environmental studies.

G. SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

G1. What are the goals and priorities of the school, family, and community partnerships? How have the school and community both improved as a result of these partnerships and how did the school measure the improvements? Many of Barth's goals and priorities have been determined through local, community, and district committees. Barth has high expectations of staff, students, and families to work together to improve and enhance student attitude, behavior, and academic achievement. The **Compact for Achievement** is our voluntary agreement between these parties that firmly unites them and is signed by all our stakeholders pledging their commitment to the learning partnership. Over 93% of our parents and students have signed the compact. Also, parent input is solicited through surveys at the beginning and end of the school year for the purpose of identifying their needs and developing programs and activities.

Barth parents are members of our **School Improvement Team**, **Parents That Care (PTC)** organization, **Blue Ribbon Committee** and **North Central Accreditation Team**. Our PTC holds fundraisers to support supplemental programs, ensure that needy students are able to participate in all activities, fund assemblies, upgrade equipment, adopt disadvantaged families during the holidays, run a Santa's Workshop, hold an ice cream social, coordinate, collect, and redeem Campbell Soup Labels; and facilitate rebate programs through Target and Gordon's Foods. In conjunction with the **Parent Coordinator**, they put on a volunteer recognition dinner. Parents share their career information for our **Career Exploration Program**, read to students, and do storytelling in the classrooms. Parents and students along with staff work together on weekends for clean up and flower planting to beautify school grounds. The building is used routinely by community organizations such as Boys and Girls Scouts, Bible School, the Mayor's Drug Task Force meetings, sports leagues, and dog training.

Barth students are involved in several community partnerships and many philanthropic projects. The **City of Romulus Recreation Department** partners with Barth to sponsor the anti-drug themed **Red Ribbon Week**. Barth students have combined their traditional Spirit Week into a charity week. In order to participate in the daily spirit activity, such as wear your PJs to school, students need to make a donation to a charity of the day. The students have chosen diverse charities that have included Make-A-Wish Foundation, Services to Enhance Potential, Romulus Animal Shelter, Helping Hands Thrift Shop, and American Diabetes Association. A joint venture with **Romulus Community High School** raised money for the Leukemia Society called Hats for Leukemia. Barth has a partnership with the **Doubletree Hotel** in which our students make the hotel's famous cookies and donate them to a Detroit homeless shelter. Mr. Legg's special education class has an alliance with **McKinley Property Management** and **WFS Financial Services**. These companies donate school supplies that Mr. Legg's students package and deliver to other elementary schools in Romulus to be distributed to their disadvantaged peers. This partnership has increased the inclusion of these students into general education activities. **Wendy's Restaurant** sponsors an art contest each year and invites the Barth winners for lunch to view the display of the winning works. The **34th District Court** partners with Barth through an **Alternative to Suspension Program** and a free prescription program for indigent Barth families through the **Romulus Pharmacy**. The **Romulus Police Department** and **Fire Department** present assemblies on safety. The **Romulus Juvenile Police Liaison Officer** is an integral part of our **Elementary Truancy Program**.

After the tragedies of the Sept 11th terrorist attacks, students and staff wanted to create a CD of patriotic songs (C6a) and dedicate a commemorative plaque in memory of those who lost their lives. Community businesses were solicited to fund the recording and production of the CD. The major donator was local businessman, Tom Nappco, along with several other businesses. It was unveiled in a ceremony with public officials, parents, students, staff, school administrators, business representatives, and fire and police representatives attending. This was a very powerful grassroots venture that united the school and community and was the catalyst for cementing relationships and gaining recognition in the community for being a school committed to the home/school/community partnership.

Our students are showcased through many activities that afford parents and the community opportunities to share learning adventures at Barth. We have Heritage Night, school carnival, winter and spring band and choral concerts, monthly Dinner and Discussions, Open House, Family Science Night, Award Nights, and Moving-Up Ceremonies. The volunteerisms of 152 parents demonstrate support of our success. Proof of community support beyond our specific partnerships is the fact that a bond was passed in 1999 for 34 million dollars.

G2. How does the school involve families in their children's education? Barth continually works to involve families in their children's education. Parents are surveyed during open house and asked to identify interests, needs and availability. From the results of these surveys, monthly parent workshops are offered in the evenings with dinner and childcare provided. The workshops are evaluated by parents for relevance, suggestions, and quality for future programming. Parents are surveyed again at the end of the school year so that we can measure satisfaction and ascertain their input so that we can continue to improve. Parents are important partners in our decision-making, needs assessment and program planning. We have parent representation on our **SIT**, **NCA Committee**, and **Blue Ribbon Committee**. There is also staff representation on the **PTC** organization. Barth houses an **E.C.S.E. (A5)** classroom and full and half-day kindergarten programs. We worked to cultivate the parents of our newest learner as members of their child's learning team. They are invited to a comprehensive orientation that focuses on parent support as a critical element of student success and introduces new parents to staff and the building. The rate of participation is phenomenal at 100%. As part of the **E.C.S.E.** Program that services children from 2 to 6 years of age, a parent involvement component is part of the program and written into the **IEP**. Parent Conferences for students involved in 3 or more bullying incidents has been 100%.

Many of the parents of our most at risk learners were themselves at risk students. Therefore, every effort is extended to make Barth a welcoming and helping environment. The school principal has an open door policy for parents, and the **SSW** is available on a drop-in basis. These impromptu meetings with parents provide valuable information for programming, deter frustration, and promote the development of rapport and trust between home and school which in turn increases school involvement. Regular and frequent parent/school communication happens through telephone, home/school notes, conferences, e-mail, faxes, newsletters (weekly from the classroom and monthly building & district wide), and home visits. There is a **Student Daily Planner** system in place that enhances home/school communication. In the monthly **Barth News**, there are sections from the school nurse on health issues, the **SSW** writes articles on parenting, behavior management, and other pertinent social/emotional topics while the principal highlights events and policy updates. Contact persons and phone numbers are publicized so that parents can easily access information or have questions answered.

The **SSW** coordinates the parent workshops and puts on presentations on parenting topics that include behavior management and at home academic support. The **SSW** works with individual families to implement strategies at home for behavior and homework management. The **SSW** also refers to outside agencies for resources to meet family need that may include emotional, financial, legal or medical services. The **Romulus Boys and Girls Club** offers academic enrichment, recreation, tutoring, homework help, and before and after school supervision. Barth provides transportation so that our students are able to attend.

Teachers notify parents when their students are referred for behavior interventions or need to be referred for the **CST**. When behavior becomes chronically disruptive, students are involved in bullying incidents, or are academically challenged, parents are part of a team that includes the social worker, teacher, principal, and other ancillary staff necessary to develop an intervention. It is critical for parents to be aware of, invested in, and part of any plan developed to support their student's achievement.

Parents volunteer in the classroom, perform clerical duties, and are the driving force in the school carnival, Fun Day, Open House, conferences, Moving-Up Ceremony, chaperoning field trips, dances, overnights, tree planting ceremony, school beautification, fundraisers, bingo, holiday treats, Book Fair, Family Fun Run and the Craft Fair. Parent volunteers are acknowledged for their service with an annual **Volunteer Recognition Dinner**.

G3. How does the school support the needs and concerns of families? The needs and concerns of Barth families are determined through surveys, Open House, parent-teacher conferences, input from the PTC, and communication between staff, students, and families. The **SWAT** process prompts assessment of needs and concerns and activates outreach from the principal, school social worker, nurse, and teachers. 39 % of our students participate in the free breakfast and lunch programs offered to eligible families. Vision and hearing screening and a dental clinic are held annually. To address emotional, social, and health needs, a SSW and school psychologist are housed at Barth. The district nurse, an occupational therapist, physical therapist, assistive technology consultant, and behavioral consultant are all available to provide services. Our local Lions Club, Rotary Club, 34th District Court, and Wayne County Health Department help fund prescription, medical, vision, and dental care for needy students. Latchkey services are available to our families through the Romulus Boys and Girls Club with transportation provided. Parents can leave students off as early as 7:00 AM and the supervision is present until 8:00 PM. Parent-teacher conferences are scheduled in the fall and again in the spring to review student progress. Teachers initiate meetings before and after school to connect with parents in regards to student concerns that come up in the interim. Parent's concerns for student safety are addressed through student **Safety Patrol**, **No-Bullying Program**, **Code of Conduct**, video cameras in the hallway, visitor sign-in, student sign-out, Intervention Room, Peer Mediation and rigorous adult supervision by teachers, volunteers, lunch and playground supervisors, and ancillary staff.

Barth's generous and caring PTC and staff adopt our disadvantaged families during the holidays or for special needs. Local church groups, Goodfellows (a police benevolent organization), private citizens, and businesses contact the school to adopt families during the holidays. One of our families found themselves without heat during the winter. The staff and PTC donated the money it took to get the heat turned on. Barth helps sustain our local Helping Hands agency that provides food and clothing to those in need through donations, **Mitten Tree** and **Food Drives** that are student driven through **Student Council**.

The **SSW** provides direct family, individual, small group, and classroom therapy for students in the areas of loss, self-esteem, social skills, behavior, bullying, homework help, organization and planning, conflict resolution, school phobia, and home management as it relates to school. Through the **Home/School/Liaison Program**, the SSW works closely with the most at risk students. Staff and families of students' participating in this program receive a personal invitation to a fun focus group dinners. Surveys of parent needs, satisfaction, and input are used as entries for door prizes. Families with similar challenges and risks are able to support each other in a non-threatening environment that is conducive to interaction with school staff in a relaxed and fun atmosphere, building trusting relationships that promote parent participation in their student's educational struggles. The SSW presents **Dinner and a Discussion (A2)**.

Barth has an Early Childhood, K-3, and 4-6 self-contained special education classrooms that serve students with cognitive, emotional, language, and physical special needs from the ages of 2-12 yrs old. Special curb-to-curb transportation is provided for students with special education needs. Having these classrooms in our building provides continuity for Barth parents as their students with special needs are able to be educated at their home school, transition easily from preschool to elementary school, are able to be included in the general education curriculum, and are totally integrated into all non-academic activities. This truly provides the least restrict environment for students attending Barth. Students with special needs have the same opportunities as general education students to participate in co curricular activities.

G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families? Teachers enrich learning through field trips. Parents and ancillary staff chaperone excursions to the Detroit Zoo, Detroit Opera House, bowling, roller-skating, IMAX Theatre, Northville Children's Theatre, Greenfield Village, 34th District Court, Romulus High School pool, Henry Ford Flight Museum, Detroit Science Museum, Detroit Pistons, and Romulus Historical Society. The 5th grade has an academic partnership with Henry Ford Flight Museum and the 4th graders take part in an environmental boat trip to Lake Erie where they perform ecological experiments. Families can tap into Compass Learning Odyssey from home through the Internet. Greenfield Village has an outdoor education series that Barth families participate in. 6th grade students participate in a school sleep over that is supervised and organized by staff and parents.

Staff attends summer professional development workshops offered by the district and Wayne County RESA. Staff attend conferences and training sessions locally, statewide and nationally to learn about best practices in their disciplines. Many staff has taken advantage of training in emergency CPR, defibrillator procedure, and non-violent

restraint. Families are offered evening learning opportunities through monthly parent workshops, technology night, Family Science Night and Mr. Baty, a 6th grade teacher, holds an after school program in technology

The **Romulus Boys and Girls Club** is a venue that 40 of our students take advantage of for tutoring, homework help, recreation, and latchkey. Romulus Public Library has a summer reading program and other programs during the school year. Romulus Community School District has a summer school program for students needing remediation. A six-week summer enhancement program that 30 Barth students attended offered rocketry, "Mighty Math", German, computer technology, and drama. The Romulus Recreation Department takes referrals from Barth for participants in their summer camp program and athletics year round.

All families and staff are encouraged to be part of the **Family Fun Run (C6b)**. The yearly school **Clean Up** and **Flower Planting** are held on Saturdays. Soccer, basketball, floor hockey, and cheerleading are also held in the gym after school. Barth staff, families, and students enrich the community by marching in the homecoming parade, sponsoring a booth at the city Pumpkin Festival, inviting the community to our Craft Fair, representing the school on the Mayor's Drug Task Force, contributing to local charities, housing scout meetings, Bible club, committee meetings, sports leagues, and dog obedience school. Teachers share their skills and knowledge by training future teachers through student internships from Eastern Michigan, Western Michigan, and Madonna Universities.

H. INDICATORS OF SUCCESS

H1. What is the school's overall approach to assessment? How do methods align with the educational vision/mission and curriculum? What questions about assessment is the school currently addressing? The core of all of our activity at Barth School is teaching and learning. Assessing is our means of determining whether our students are learning and whether our teachers are using the best research-based instructional practices. We use data from assessments to guide our decisions about program selection, curriculum needs or modifications, professional development, and needed school resources. Data gleaned from assessments is also used to gauge whether our school is meeting the state's standard of AYP and the mandates for NCLB. Through the disaggregating of data by total school population, grade level, teacher, class, and subgroups (see appendices 7, 9,10), we are able to diagnose students' strengths /weaknesses and needs, plan and adjust instruction, and provide feedback to parents and students. We recognize that assessment of student academic progress must be ongoing, and students must be assessed in a variety of ways.

Within the first month of each school year, common (district designed) assessments are administered to pretest all students in grades 1-6 in the core content areas. These online aligned assessments were compiled through the collaborative effort of teachers, Strand Leaders, and consultants from CompassLearning. In language arts, the kindergarten students are assessed using MLPP. Prior to the implementation of the Reading First grant, grades K-3 used Concepts of Print and DRA to screen students for proper reading placement levels. DIBELS replaced Concepts of Print and DRA after Reading First was initiated. STAR Reading, a computer-adaptive reading test, is used to determine reading levels of students in grades 4-6. Throughout the school year, quarterly online assessments in the core content areas are given to monitor the progress of all K-6 students. Students who achieve less than 80% mastery on the outcomes and have been targeted as being at-risk are provided with additional support (A1). To ascertain whether student/teacher performance goals have been met, students are post-tested online in the same content areas.

Writing portfolios are maintained on all students. Students grades 3-6 pre/post writings, prompts, and anchor papers are assessed holistically based on a six point rubric and grades K-2 writings are assessed based on a four point rubric. Writing portfolios are reviewed periodically by classroom teachers, SWAT (A1), and by the CST to monitor students' progress.

Prior to the mandates of NCLB and the implementation of Reading First, the Terra Nova was administered to all students in grades 3 and 6. However, commencing in 2003, the ITBS was given to grades K-3 and in 2004, all grades K-6 were given the ITBS. We have continued to administer the MEAP as the test required by the state. Prior to 2003, this test was given to all 4th graders in reading and math and to all 5th graders in writing, science, and social studies. The test is now given to 4th graders in reading, writing, listening (optional), and math and to fifth graders in science and social studies. Special education eligible and Section 504 eligible students were given the MI-access as an alternative assessment to the MEAP.

Staff participate on district committees and on SWAT (A1), CST, School Improvement Team, and grade level meetings to analyze tests results, measure student growth, assess needs, and to evaluate the effectiveness of

the curriculum. In anticipation of MEAP changes for the 2005-06 school year and based on 2003-04 students results on the ITBS, our building principal did some restructuring of staff for the 2004-05 school year after much collaboration with our SIT. Another change that was implemented as a result of test data was the investment in ProSolve, Leadership Resource (both programs provide activities in math problem solving), and TouchMath. As a team, we noticed that the scores of our African-American males were declining in math problem solving, and the scores of our population in general were declining in computation skills. In 2002-03, 100% of the students who scored at the level 4 proficiency level on the MEAP were African-Americans. This past year, however, there was not one student (students with disabilities included) who scored a level 4. The overall results in math for the general population were 83% at levels 1 & 2 proficiency versus 60% the previous year.

Although teachers are formally evaluated by the building principal and are supported with peer/coach mentoring, their effectiveness is also evaluated through continued review of students' assessment data. When data is disaggregated and individual test items are analyzed, we are able to determine specific skill areas that may require modifications in teaching methods and instructional strategies. Our teachers engage in monthly reviews of their respective classes' data with the CSR facilitator (D4) and in grade level meetings to plan lessons and to identify appropriate interventions to ensure the continued success of their students.

MEAP and ITBS results are shared with every parent by means of a comprehensive lay-friendly report that is devised by the respective assessment companies. The classroom teacher, Title I Learning Specialist, Literacy Coach, and/or resource teacher provide information to parents regarding the results of all assessments including report card grades. The PA25 report required by "Education, Yes!" is given to all parents at the annual open house and is also available on the district's website. Parents provide us with feedback regarding assessments/academic issues during attendance at Open House, parent/teacher conferences, Title I meetings, SIP meetings, and by completing annual written surveys.

As a school, we are currently addressing the issue of meeting the assessment mandates of NCLB and "Education, YES!" We question whether we are making the necessary adjustments to our curriculum, instructional program and strategies, etc. to ensure that we do. The consequences of not meeting the requirements within the established timelines and the consequences of not making AYP are always prevailing issues.

H2. How does the school use assessment results to understand and improve student and school performance? How are data used to influence decision-making? Assessment results drive curriculum changes and decision-making at Barth by offering individualized data on student ability and proficiency on specific objectives across all grade levels. The Barth School Improvement Team reviews the results of MEAP, Terra Nova and the ITBS to determine building strengths and weaknesses within curriculum instruction. This information is used to determine professional development needs, teacher success in addressing specific needs previously identified, and the effect of previous curriculum changes based upon prior assessment results. This ongoing self reflection and planning for educational renewal allows the teachers as members of the School Improvement Team to directly address problems revealed and assist in developing a plan for increasing or maintaining student achievement. To provide detailed data regarding student performance on the Iowa Test of Basic Skills, the School Improvement Team, Learning Specialist, and Literacy Coach use Riverside Publishing's database of results. This application generates reports disaggregated by any of the filters created through test booklet criteria to include demographic information required for sub group identification. Staff can also generate objective based test results to assist in identifying instructional weaknesses across grade levels and the building.

The **SWAT** team uses the assessment data to identify individual student needs and the degree of success with previous intervention methods for a single student. The **SWAT** sessions require teachers to identify students with difficulties and design an intervention plan with the assistance of the Learning Specialist, Literacy Coach, and building support staff. Assessment data plays the key role of providing comparative results for each child against the national norm and against the building population. These comparative analyses both across grade level and across objectives for all grades offer a clear student reflection of multiple years in a content area.

The **NCA Transitions Program** uses the assessment data as a determining factor in readiness to move on to the Middle School at 6th grade. Students and teachers review scores in each subject area for all assessments performed during elementary school. This student ownership of assessment results increases awareness of required curriculum and helps student understand the meaning of all scores displayed. Students must refer to and review the score data during student-led conferences with their parents and teachers at the end of the year to move forward.

Students are encouraged to draw conclusions and make plans for reformation based upon these scores prior to entering middle school

The past five years have seen several positive improvements to instruction based upon these assessment reviews. The adoption of the **6+1 Traits of Writing** to support needs in upper elementary writing process skills was a result of reviews of 7th grade MEAP scores and Terra Nova data at the 3rd and 6th grades. The use of **Four Blocks** writing and literature integration at the early elementary levels was also a result of disaggregating MEAP data and finding a need to improve early written expression and retelling skills. Mathematics instruction will be incorporating the **TouchMath** program to improve computational skills and higher-level calculation skills within aligned curriculum. The need for problem solving strategies as a separate objective for students was identified during school improvement reviews of Terra Nova data and served to increase problem-solving scores for the last two years

The move to a hands-on model of instruction for science that required inquiry based lessons and investigation strategies as their core was a large undertaking based upon disappointing science scores in all grade levels. The use of science kits has improved teacher science competency and challenges students to higher levels of achievement on science constructed response questions on the MEAP. The School Improvement Team has identified improvement needs for MEAP preparation in social studies, and teachers are implementing lessons built around the core democratic values to improve student civic knowledge and foster community involvement

H3. What assessment data are communicated to students, parents, and the community? What are the purposes of these communications? How does the school ensure that these stakeholders understand the standards for judgment and the meaning of the data? The communication links between school, home, and community build Barth into a strong cooperative of learners, educators, and partners for student achievement. Communications is strengthened by sharing of assessment results with parents and interpretation of data to ensure clarity of needs and to demonstrate successes. Barth student achievement has been determined using the **Terra Nova Test**, **Iowa Test of Basic Skills**, and the **Michigan Educational Assessment Program**

Local assessment results are primarily scored using percentages with the exception of writing activities requiring rubric scoring. The new district report card reflects the local assessment scores and the rubric scoring guide to parents and families. These score records are also cumulative, allowing parents to see development across the school year. Supplemental monthly progress reports are generated using **Easy Grade Pro** software. These reports include updates regarding missing assignments and student progress on assessments within the classroom.

MEAP results are sent home in the mail with a brief letter of explanation and clarification regarding the meaning of scores for comparison. For more in depth explanation, teachers are encouraged to attend the Title I Parent Information Night, which spends time discussing the meaning and forms of standardized test scores. **Terra Nova** and **ITBS** each have parent copies of the assessment results, which provide individual and national score comparison. Parents again receive a parent explanation letter that attempts to demonstrate the value and meaning of the student score in clear terms. These individual results are again discussed in detail during the initial and final parent-teacher conferences to reflect on the growth and needs for each student. This discussion helps parents understand where their child has progressed and what work still needs to be improved upon from a national standards point of view.

All annual assessment results are provided in the Barth Elementary **PA-25** available to parents during Open House in the welcome packet and on the Romulus Community Schools' website. This document shares all assessment data for the previous year and is updated annually for publication and dissemination to the area news agencies and community leaders. The **PA-25** provides a snapshot of the building based upon performance and demographic information. The school MEAP results are printed annually in both local and metropolitan papers for public review as well, allowing comparison of student performance to others in the region and the state.

H4. What standardized norm-referenced tests developed on the national, state, or district level has the school given in the last five years? What are the results for the last five years? Barth tested all third and sixth grade students with the **Terra Nova Multiple Assessments** beginning with the 1999-2000 school year and continued to use that test through the 2002-2003 school year. During that time, the **Terra Nova** was administered for the following purposes: (1) to meet requirements for **North Central Accreditation Transitions** certification (6th grade); (2) to compare the academic achievement of Barth students to a national sample; (3) to identify academic strengths and weaknesses; and (4) to provide a standardized testing experience for Barth students prior to taking the state mandated assessments. However, it is important to note that results of the Terra Nova assessments were not "driving" the Barth curriculum at that time. Due to the district obtaining a **Reading First** federal grant during the 2003-

04 school year, Barth began testing all K-6 students using the Iowa Tests of Basic Skills and continues to use that assessment to date

The charts in Appendix 2 and 3 show the rate of academic achievement for the third and sixth grade students as assessed with the **Terra Nova**. Please note that the charts do not show the actual percentage of students who were assessed, primarily because data was not formally collected as to the number of students who did not take the test during the time that the Terra Nova was being administered. However, the percentage of students who took the test was very high as every effort was made to include all students in the assessment. Special education students who were not administered the Terra Nova were assessed with alternative individual achievement tests. The Grade 3 chart shows fairly consistent academic achievement over four years. In addition, it is important to note that the **Total Achievement NCE** scores increased 7 points from the first year the Terra Nova was administered to the fourth and last year it was given. During this time, efforts were made to administer the test to all students, including special education students and to include their performance in the overall results. The results of the special education students who took the Terra Nova but were excluded from the overall results are not shown separately because the number of the group was quite small (under 10). The Grade 6 chart shows consistent academic achievement over four years. The most notable improvement is shown in reading where the scores in this area increased 6 NCEs from the first year of testing to the fourth and last year the Terra Nova was administered. During this time, efforts were made to include most special education students in the testing and their performance in the overall school results. The scores of the special education students who took the Terra Nova but had their results excluded are not shown in the chart, as their numbers were quite low in three out of four years.

When comparing the information displayed in both charts, the academic progress of essentially the same group of Barth students may be made over the course of four years. When comparing the Total Achievement scores of the third grade students during the 1999-2000 school year with the same group of students during the 2002-2003 school year, the scores advanced a significant 8 NCEs. The advance of 11 NCEs in the area of reading is significant. All K-3 students were administered the Iowa Test of Basic Skills in spring of 2002-2003 in anticipation of a **Reading First Grant** award. All reading, language, and mathematics subtests were given. In spring of 2003-2004, the complete battery was administered to all K-6 students. The use of this assessment instrument will continue due to the Reading First Grant. Other purposes involved are: to identify academic strengths and weaknesses, to compare academic achievement to a national sample, and for NCA Transitions certification requirements.

The **ITBS** charts in Appendices 4 through 7 show a relatively sustained level of academic achievement over the past 2 years. Barth's scores are consistently higher than any of the other elementary schools within the district. When evaluating the same group of students over the 2-year testing period (2002-03 grade 2 with 2003-04 grade 3 and 2002-03 grade 3 with 2003-04 grade 4), significant improvement in overall academic achievement is evident, especially in the area of language. Although economically disadvantaged students scored lower than their grade level peers, the gap narrowed from first grade with an average difference of more than 7 NCEs to an average difference of less than 6 NCEs at the third grade for the reading, language, and mathematics subtests. The core total scores went from a difference of 9 NCEs at first grade to 6 NCEs at third grade. However, Barth's African-American population performed lower than their grade level peers. This issue is being actively addressed through school improvement, **Reading First**, and professional development initiatives.

H5 What are the results from the MEAP tests for the last five years? In 1999-00, based on MEAP results, Barth was identified for continued improvement in math and science and was identified for improvement in writing. We were not in improvement for reading. In 2000-01, we went into improvement for reading and continued in improvement for writing and science. We were no longer in improvement for math. However, during the last five years, all of our subgroups have lagged behind the state in social studies. In 2002-03 we did show a significant increase in social studies only to have our scores decline again in 2003-04, most noticeably in our economically disadvantaged subgroup. Over the past two years, our African-American, economically disadvantaged, and male subgroups have shown marked improvement in all areas. Since 2003-04, we are no longer identified for improvement in any area and have made AYP for the last two years. (See Appendices 8 through 10)

H6 What alternative assessments of student performance does the school use? Alternative assessments are embedded and integral to Barth School's curriculum and support our belief that students learn in diverse ways. Many of the assessments such as writing portfolios, district created pre/post and quarterly tests, **DRA**, and the **Brigance Inventory of Basic Skills** are used to extract data for specified purposes. The self-contained 4-6 class administers the **Fry Instant Word Test** and **SORT (Slossan Oral Reading Test)** to assess students for reading placement.

Other alternative assessments are more performance/project-based and serve to enhance class/school/community activities. For example, the kindergarten students annually stage oral presentations for the entire student body on famous persons in history (C5). Our fifth grade students wrote, produced and presented a play on the history of our city (C6). Science in grades K-6 is taught through the use of kits, and students in grades 4-6 participate in Science Fair (C5). Every year, our first grade students create gifts for Mother's Day while engaging in a cross-curricular (math, science) activity. The teacher sets up a shop in the classroom where students purchase gardening items (soil, flower, pot, etc.) Students must demonstrate their knowledge of counting money when making their purchases. Once the potting is complete, they must also monitor the growth of their plants. The students in our self-contained special education class do **Cookie Club** (C6). In gym class, all of our students participate in **STEP** (A1). At the end of each card marking, students in grades K-6 also participate in a five-point physical fitness test that requires them to track their individual height and weight. In 4th grade, students participate in **WebQuest**, an activity in which students research information on simple machines using guide questions provided by the teacher. Following the research, students use digital cameras to take pictures of simple machines throughout the school. The culminating activity is the creation of an outrageously designed, yet functional, simple machine. All K-6 students participate in **Red Ribbon Week** (B4) and selected K-6 students have their artwork put on display throughout the city (C5). Our 6th grade students participate in career projects and exit interviews (A1). To support our math goals, students in K-6 participate in Math Stars and students in grades 3-6 participate in **ProSolve** events.

H7. What are the data for the past five years in the following areas that serve as quantitative indicators of the school climate and engagement?

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	93.7 %	94 %	94.5 %	95.2 %
Daily teacher attendance	82.4 *	96.4 %	87.8 % *	94.4 %	95.1 %
Teacher turnover rate	4 %	0 %	16 %	0 %	16 %

* 3 to 4 teachers were out on maternity leave

Teacher turnover: Retirement, moved to another school in the district, or left the district

H8. Which awards received by the school, staff, or students are most indicative of school success?

- **Golden Apple**- Michigan Merit Award Trust Fund- 2001 and 2002
- **MUTH**- Excellence in Leadership Award-Middle Cities Education Association- 2001
- **Education Excellence Award**-Michigan Association of School Boards- 2004
- **Standards & Poors School Evaluation**- Elementary Schools That Beat the Odds-2001
- **National Kindergarten Teacher of the Year Award** Finalist-Karen Richard-2004
- **DTE Black History Award**- 2002
- **Teacher of the Year**- Wayne County RESA- Carol Gursky-2002
- **Wayne County RESA Support Staff Award**- Sue Mitchell- 2004
- **Space Camp Participant**-4th grader, Ronald Kreutzer
- **St. Clair County ISD ProSolve Math Award & Trophies**- Barth grades 3 & 4- 1999-2004

Appendix 1

Code of Conduct Violations			
<u>Year</u>	<u>Suspensions</u>	<u>Total Incidents</u>	<u># of Students Referred for Behavior Intervention *</u>
2003-2004	23	1327	192 / 49%
2002-2003	35	1597	198 / 53%
2001-2002	37	1392	198 / 53%
2000-2001	33	1399	212 / 53%
1999-2000	49	1967	* Individual data not kept in 1999-2000

Appendix 2

STANDARD NORM-REFERENCED TEST SCORES			
Grade:	3	Terra Nova Multiple Assessments	
Edition/Publication year:	1 st Edition/1997	Publisher: McGraw-Hill	
	2 nd Edition/2001		

Groups Excluded: Special Education students were given the Terra Nova but their performance was not included in the overall results

Scores Reported as NCE's

Terra Nova Multiple Assessments				
Year	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	March	October
Number Tested	54	44	48	54
Percent Tested	100%	100%	92%	98%
Special Education Excluded	0	0	4	1
Total Score	52	45	54	45
Reading	52	46	52	44
Math	50	46	58	45
Language	51	44	53	47
Science	53	41	48	46
Social Studies	54	45	49	45

Appendix 3

STANDARD NORM-REFERENCED TEST SCORES

Grade: 6 Terra Nova Multiple Assessments
 Edition/Publication year: 1st Edition/1997 Publisher: McGraw-Hill
 2nd Edition/2001

Groups Excluded: Special Education students were given the Terra Nova but their performance was not included in the overall results.

Scores Reported as NCE's

Terra Nova Multiple Assessments				
Year	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October
Number Tested	56	56	54	47
Percent Tested	95%	100%	84%	92%
Special Education Excluded	3	0	10	4
Total Score	53	50	52	50
Reading	55	50	52	49
Math	51	50	53	53
Language	53	52	51	48
Science				54
Social Studies				54

Appendix 4

STANDARD NORM-REFERENCED TEST SCORES

Grade: 1 through 4
Edition/Publication year: 2001 Edition

Iowa Test of Basic Skills
Publisher: Riverside Publishing

Groups Excluded: Only self-contained special education students with I.E.P.s excluding them from participation were not tested. Alternative individual achievement tests were used to assess these students.

Scores reported as NCEs.

Iowa Test of Basic Skills				
Year	2002-03	2002-03	2002-03	2003-04
Grade	Grade 1	Grade 2	Grade 3	Grade 4
Testing Month	May	May	May	April
Number of Eligible Students Tested	40	46	56	54
Percent of Eligible Students Tested	100%	100%	100%	100%
Core Total	55	43	55	60
Reading Sub-test	61	43	55	60
Language Sub-test	53	44	59	65
Mathematics Sub-test	49	46	54	53

Appendix 5

STANDARD NORM-REFERENCED TEST SCORES

Grade: 1 through 4 **Iowa Test of Basic Skills**
Edition/Publication year: 2001 Edition **Publisher:** Riverside Publishing

Groups Excluded: Only self-contained special education students with IEPs excluding them from participation were not tested. Alternative individual achievement tests were used to assess these students

Scores Reported as NCE's

Iowa Test of Basic Skills				
Year	2003-04	2003-04	2003-04	2003-04
Grade	Grade 1	Grade 2	Grade 3	Grade 4
Testing Month	April	April	April	April
Number of Eligible Students Tested	50	43	51	54
Percent of Eligible Students Tested	100%	100%	100%	100%
Core Total	54	54	46	60
Reading Sub-test	58	56	43	60
Language Sub-test	55	56	50	65
Mathematics Sub-test	50	51	47	53

Appendix 6

STANDARD NORM-REFERENCED TEST SCORES

Grade: 1 through 4 **Iowa Test of Basic Skills**
Edition/Publication year: 2001 Edition **Publisher:** Riverside Publishing

Groups Excluded: Only self-contained special education students with I.E.P.s excluding them from participation were not tested. Alternative individual achievement tests were used to assess these students

Scores Reported as NCE's

Iowa Test of Basic Skills	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October
Number Tested	56	56	54	47
Percent Tested	95%	100%	84%	92%
Special Education Excluded	3	0	10	4
Total Score	53	50	52	50
Reading	55	50	52	49
Math	51	50	53	53
Language	53	52	51	48
Science				54
Social Studies				54

Appendix 7

**STANDARD NORM-REFERENCED
SUBGROUP TEST SCORES**

Grade: 1 through 4 **Iowa Test of Basic Skills**
Edition/Publication year: 2001 Edition **Publisher:** Riverside Publishing

Groups Excluded: Only self-contained special education students with I E P. s excluding them from participation were not tested. Alternative individual achievement tests were used to assess these students.

Economically Disadvantaged Subgroup

Year	2003-04	2003-04	2003-04
Grade	1 st	2 nd	3 rd
Number Tested	14	15	15
% of Population	28%	35%	29%
Core Total	45	46	40
Reading Subtest	46	51	38
Language Subtest	49	47	45
Mathematics Subtest	42	43	40

African-American Subgroup

Year	2003-04	2003-04	2003-04
Grade	1 st	2 nd	3 rd
Number Tested	11	8	15
% of Population	22%	17%	29%
Core Total	51	36	38
Reading Subtest	54	42	36
Language Subtest	55	41	43
Mathematics Subtest	43	30	38

Appendix 8

Grade: 4 and 5

Michigan Educational Assessment Program
(MEAP)

Edition/Publication year: 2002

Publisher: Michigan Department of Treasury

Groups Excluded: Special Education self-contained students were **excluded** from testing based on their IEP's. However, students with speech/language certifications and learning disabled students were tested with accommodations as per their IEP's (Individualized Education Program) and are included in the summary

Michigan Educational Assessment Program (MEAP)	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	January	January	January	January	January
SCHOOL SCORES					
SUBJECT AREA TEST SCORES					
Number of eligible students tested	53*	47			
Percent of total eligible students tested	98%	100%			
Language Arts (Composite)					
At or Above Proficient (Level 2)	79%	47%	N/A	N/A	N/A
At or Above Excellent (Level 1)	0%	2%			
Reading (eligible 4 th graders tested 2000-2002)			50	51	48
At or Above Proficient (Level 2)	72%	55%	49%	50%	60%
At or Above Excellent (Level 1)	15%	6%			
Writing (eligible 5 th graders tested 2000-2002)			43	50	57
At or Above Proficient (Level 2)	77%	47%	77.3%	85.1%	56.4%
At or Above Excellent (Level 1)	0%	0%			
SUBJECT AREA TEST SCORES					
Number of eligible students tested	54	47	50	51	48
Percent of total eligible students tested	100%	100%	100%	100%	100%
Mathematics					
At or Above Proficient (Level 2)	61%	38%	34%	81.3%	75%
At or Above Excellent (Level 1)	22%	21%	34%		
SUBJECT AREA TEST SCORES					
Number of eligible students tested	46	53	43	50	57
Percent of total eligible students tested	100%	100%	100%	100%	100%
Science					
At or Above Proficient (Level 2)	43%	40%	61.4%	37.5%	76.4%
At or Above Excellent (Level 1)	33%	38%	13.6%	60.4%	12.7%
Social Studies					
At or Above Proficient (Level 2)	15%	28%	7.0%	8.5%	0%
At or Above Excellent (Level 1)	2%	8%	0%	0%	0%

Appendix 8 (continued)

Michigan Educational Assessment Program (MEAP)	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
DISTRICT SCORES					
SUBJECT AREA TEST SCORES					
Language Arts (Composite)					
At or Above Proficient (Level 2)	60%	42%	N/A	N/A	N/A
At or Above Excellent (Level 1)	3%	3%			
Reading					
At or Above Proficient (Level 2)	64%	54%	40.9%	42.3%	45.1%
At or Above Excellent (Level 1)	18%	8%			
Writing					
At or Above Proficient (Level 2)	48%	33%	53.1%	68.8%	61.7%
At or Above Excellent (Level 1)	0.0%	2%			
Mathematics					
At or Above Proficient (Level 2)	53%	39%	41.1%	72.5%	72.7%
At or Above Excellent (Level 1)	21%	17%	17.1%		
Science					
At or Above Proficient (Level 2)	43%	41%	48.9%	46.2%	63.7%
At or Above Excellent (Level 1)	25%	34%	15.3%	46.8%	26.3%
Social Studies					
At or Above Proficient (Level 2)	16%	18%	12.9%	8.5%	7.3%
At or Above Excellent (Level 1)	3%	6%	0.3%	0.0%	0.0%
STATE SCORES (if applicable)					
SUBJECT AREA TEST SCORES					
Language Arts (Composite)					
At or Above Proficient (Level 2)	61%	56%	N/A	N/A	N/A
At or Above Excellent (Level 1)	3%	4%			
Reading					
At or Above Proficient (Level 2)	61%	58%	56.8%	60.5%	58.2%
At or Above Excellent (Level 1)	18%	17%			
Writing					
At or Above Proficient (Level 2)	46%	44%	55.7%	61.1%	67.8%
At or Above Excellent (Level 1)	2%	3%			
Mathematics					
At or Above Proficient (Level 2)	45%	42%	39.6%	72.3%	74.8%
At or Above Excellent (Level 1)	28%	23%	24.9%		
Science					
At or Above Proficient (Level 2)	47%	41%	45.3%	N/A*	48.5%
At or Above Excellent (Level 1)	31%	36%	27.9%		43.6%
Social Studies					
At or Above Proficient (Level 2)	25%	23%	19.8%	17.5%	18.4%
At or Above Excellent (Level 1)	6%	5%	2.6%	1.2%	2.2%

N/A-Indicates that Language Arts was not a part of the test at that time.

N/A*-state score not available *One student moved during the testing cycle

Appendix 9

Grade: 4
Edition/Publication year: 2002

Michigan Educational Assessment Program (MEAP)
Publisher: Michigan Department of Treasury

Groups Excluded: Special Education self-contained students were **excluded** from testing based on their IEP's. However, students with speech/language certifications and learning disabled students were tested with accommodations as per their IEP's (Individualized Education Program) and are included in the summary

Scores reported as percent at or above proficient

SUB GROUPS	White	African American	Hispanic or Latino	Male	Female	Economically Disadvantaged	Non-economically Disadvantaged
SUBGROUP SCORES							
Number Tested 2003	26	20	1	27	20	22	25
Number Tested 2004	43	10	1	25	29	23	31
% tested 2003	98%	71%	100%	86%	94%	79%	97%
% tested 2004	98%	100%	100%	100%	97%	96%	100%
No. excluded 2003	1	4	0	4	1	4	1
No. excluded 2004*	1	0	0	0	1	1	0
SUBTEST SCORES							
Reading 2003	73%	45%	100%	63%	55%	36%	80%
Reading 2004	86%	90%	100%	88%	86%	73%	97%
Writing 2003	50%	45%	0%	30%	70%	50%	44%
Writing 2004	79%	70%	100%	64%	89%	68%	84%
Total ELA 2003	54%	49%	100%	37%	65%	36%	60%
Total ELA 2004	79%	80%	100%	72%	86%	64%	90%
Math 2003	77%	35%	100%	63%	55%	36%	80%
Math 2004	84%	90%	0%	88%	79%	78%	87%

* One student moved during the testing cycle after completing the math portion.

Appendix 10

Grade: 5
Edition/Publication year: 2002

Michigan Educational Assessment Program (MEAP)
Publisher: Michigan Department of Treasury

Groups Excluded: Special Education self-contained students were **excluded** from testing based on their IEP's. However, students with speech/language certifications and learning disabled students were tested with accommodations as per their IEP's (Individualized Education Program) and are included in the summary.

Scores reported as percent at or above proficient

SUB GROUPS	White	African American	Male	Female	Economically disadvantaged	Non-economically Disadvantaged
SUBGROUP SCORES						
Number Tested 2003	38	15	31	22	26	27
Number Tested 2004	28	17	23	23	22	24
% tested 2003	97%	75%	89%	92%	87%	93%
% tested 2004	97%	74%	77%	92%	88%	86%
No. excluded 2003	1	5	4	2	4	2
No. excluded 2004	1	6	5	2	3	4
SUBTEST SCORES						
Science 2003	89%	47%	84%	68%	69%	85%
Science 2004	82%	65%	83%	70%	77%	75%
Soc. Studies 2003	42%	20%	29%	45%	23%	48%
Soc. Studies 2004	21%	12%	13%	22%	5%	29%

